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ABSTRACT

This report is intended to serve as a general reference for people either new to the field or involved in planning and decision-making in the field of distance education, specifically in Asia and the Pacific region. Volume II contains data from 15 countries: the Republic of Korea, Laos, Malaysia, Maldives, Myanmar, Nepal, New Zealand, Pakistan, Papua New Guinea, Singapore, South Pacific, Sri Lanka, Thailand, Turkey, and Vietnam. Information is presented for each country in a case study overview format followed by a compilation of the findings of surveys sent to distance education institutions throughout the region. The surveys contain data on: year of establishment of distance education program; name, address, telephone, telex, and fax of the head of the program; nature of the institution; educational levels and titles of distance education programs; objectives; sources of financial support; development and enrollment trends and information; number of courses and staff; media production; student profiles; future development; and specifics on each distance program offered. A glossary of abbreviations, list of National Coordinators and Contributors, and list of Project Team Members are included. (ALF)

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New Papers
on Higher Education

7

Studies and Research

Vol II
(Republic of Korea
– Vietnam)

ASIA and the PACIFIC:
A Survey of Distance Education
1992

A Study conducted by:
The National Institute of Multimedia Education, Japan

Director-General Hidetoshi Kato
Project Director: Suk-Ying Wong

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   A study conducted by:The International Association for Educational Assessment.
   Coordinator: W.B. Dockrell.
   UNESCO 1990. ED-90/WS-IO (English only)
2. **Study Service in Adult Education: Analysis of an Experience.**
   A study conducted by the Faculty of Education, University of Lujan, Argentina.
   Coordinator: Sylvia Brusilovski.
   UNESCO 1990. ED-89/WS-103 (English/French)
3. **L'Enseignement Supérieur et le Monde du Travail.**
   A study coordinated by Noël Terrot for the World Federation of Teachers' Unions.
   UNESCO 1990. ED-90/WS-40 (French only)
4. **Africa: A Survey of Distance Education 1991.**
   A study conducted by the International Council for Distance Education and the International Centre for Distance Learning. Coordinator: Keith Harry.
   UNESCO 1991. ED-91/WS-42 (English only)
5. **Latin America and the Caribbean: A Survey of Distance Education 1991.**
   A study conducted by the International Council for Distance Education and the International Centre for Distance Learning. Coordinator: Keith Harry.
   UNESCO 1991. ED-91/WS-44 (English only)
6. **Conceptual Analysis and Methodological Results of the Project: Management and Assessment of Interdisciplinary Training at the post-university level.**
   A study conducted by P. Metreveli et al.
   UNESCO 1992. ED-92/WS-7 (English only)

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

A SURVEY OF DISTANCE EDUCATION IN ASIA AND THE PACIFIC

VOLUME II

Republic of Korea – Vietnam

Conducted by
National Institute of Multimedia Education, Japan
Hidetoshi Kato, Director-General

Prepared by
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SURVEY OF DISTANCE EDUCATION IN THE REPUBLIC OF KOREA

COUNTRY PROFILE

Korea occupies a peninsula extending south from the northeastern corner of the Asian continent. The total land area of approximately 220,000 sq. km. is politically divided between north and south in the ratio of about 6:5. The southern part constitutes *The Republic of Korea*. The Republic of Korea is a constitutional republic, in which voting rights are vested in all citizens over the age of 20. The executive, the legislative and the judiciary constitute the three branches of government under the President. The legislature is unicameral and the judiciary is made up of the Lower Court, the Court of Appeal and the Supreme Court. The nation is divided into 15 administrative units--one Special City, five Municipalities and nine Provinces.

Economy, Population and Demography: One of the most developed market economy nations in Asia. A few decades ago, the Republic of Korea was an agrarian society, poor in natural resources. After the successive implementation of Five Year Economic Development Plans since the 1960's, the nation's economy has achieved very rapid and remarkable growth; transforming the country from a largely agricultural economy to a newly industrialized one. In 1990, the per capita income was US$5,340 with the volume of trade amounting to US$1,125 billion, ranking 10th in the world. Korea's main industrialized products are cement, steel, ship building, automobiles, and machinery.

The population in the Republic of Korea is about 43.7 million; nearly one fourth (10.3 million) live in and around the capital city of Seoul. By virtue of lengthened life expectancy and the sustained implementation of the family planning movement, the annual growth rate declined to 1.0 percent in 1990. Population density is one of the world highest, accommodating 430 per sq.km.

Language of Instruction: Korean. In some school texts, however, Chinese characters are also used along with Korean in order to clarify the meaning of words. Starting in middle school, English is introduced as a major second language. In high school, students can choose one more foreign language as the selective second language from German, French, Spanish, Modern Chinese and Japanese.

Educational System: The education system is 6-3-3-4: six-year elementary education; six-year secondary education (3 years for middle school, and 3 years for general academic high schools or vocational high schools); and four-year or more higher education. Besides elementary and secondary schools, other educational institutions are in the form of Colleges and Universities; Teachers Colleges, and Colleges of Education; Junior Vocational Colleges, Air & Correspondence University and Open Polytechnic; Air and Correspondence High Schools; Trade Schools and Trade High Schools; Civic Schools and Civic High Schools; Special Schools for the Handicapped; Kindergartens; and Miscellaneous Schools. Pre-school education and adult education which are much more diverse and flexible in nature are integral parts of the nation's educational system according to the Constitutional mandate on the promotion of life-long education. Out of the total 1990 national budget of 22,689 million *Won* (US$31.5 billion), the education budget was 5,062 billion, (US$7.0 billion) 83% of which was allocated for compulsory education.

Communication Infra-structure: The Republic of Korea has a complete communication and telecommunication infrastructure.

OVERVIEW OF DISTANCE EDUCATION:

Some form of distance education in Korea began three centuries ago when a scholar, Sung-Ho Lee (1681-1763) initiated a system of correspondence courses by sending woodcut textbooks regularly to young people in local communities. In the early 1920's through the 1940's, during the days of Japanese occupation of Korea, many Koreans benefitted from subscribing to the corresponding lecture series of secondary and college levels published by private universities both in Japan and Korea.

Factors Leading to Establishment of Distance Education Programmes: Distance education in Korea first was conceived as a new educational avenue for the growing population of secondary school graduates and as part of the concept of lifelong education responding to the educational needs of all citizens at any point in their lifetime. As the standard of living has improved, adults have increasingly sought further education as one of the means of learning to cope with the alterations they encounter in this rapidly changing environment for enriching their life, improving their working status, or fulfilling a strong desire to resume their interrupted schooling. Distance education has been conceived as a major element of response to this demand. At the same time, distance education constitutes a new, cost-effective alternative for the ascending numbers of secondary school graduates who are denied access to conventional universities because of their failure to pass the entrance examination and the limited capacity of these conventional universities to accommodate the students.

Year of Establishment: Although distance education in Korea began centuries ago, the more complete form of distance education was started in 1972 by the establishment of Korea Air and Correspondence University (KACU) first as a branch school of Soul University offering two-year junior courses in five departments, and since elevated to the status of an independent national university with nine departments. Meanwhile, in 1974, Air and Correspondence High Schools were established.

Media for Distance Education: Media employed in Korea, particularly at the KACU are (1) printed materials--correspondence textbooks, supplementary reading materials, and the University newspaper; (2) radio and television broadcasts of lectures; (3) AV media--recorded audio and video cassettes; and (4) regional and local study centers for schooling, counselling and general guidance.

Sources of Financial Supports: Sources of financial support are from the government (50%), and from the distance education institution's revenues from student fees. The KACU, for example spent about 19.7 billion Won (approximately US$27 million) in 1990 for its total operation.

Trends of Development in Distance Education: In general distance education in Korea is expanding, as evidenced from the final recommendations of the Presidential Commission for Educational Reform which made a specific reference to the promotion of the distance education system as an integral part of the nation's 10 priority educational policies in encouraging people's lifelong learning practice, stressing and highlighting three points:
(1) to vitalize the lifelong learning function of schools by opening their doors as widely as possible not only to young students but also to the adult populace at large; (2) to link education with vocation as flexibly as possible so as to ensure free tracking between the two, whenever people want to learn in their own ways; and (3) to expand educational facilities as much as possible to meet the newly emerging educational needs of people who have to adapt themselves to the rapidly changing surroundings of the technological world.

Legal Status: Distance education institutions are fully supported by: 2 laws, 3 presidential decrees and 3 ministerial ordinances as well as several Ministry of Education directions which cover distance education schemes in this country. For instance, the KACU was enacted by the 14th Amended Education Law (Law No. 2,045) to establish an air and correspondence college, as an affiliated school within Seoul National University, by inserting a new Article 114-2 in the existing Education Law and the Presidential Decree No. 6,106, i.e. "Presidential Decree on Establishment of the Korea Air and Correspondence College" enacted on March 9, 1972. The establishment of the Air and Correspondence High Schools was enacted by Article 107-3 of the Education Law's 18th Amendment (Law No. 2,586 of March 10, 1973) and the promulgation of its enforcing Presidential Decree No.7,008, of January 20, 1974. In addition, in the Social Education Law, there are articles pertinent to the nation's non-formal distance education offering all kinds of social education, adult continuing and further education programmes.

Aims: Aims of distance education are stated in the related articles of Education Law: e.g., to provide secondary education to working adults in order to raise the people's overall education level; and by providing opportunities of higher education to those high school graduates who, for various reasons, cannot receive or interrupted their college education.

Control and Management: The supervising authority in the operation of distance education programmes in Korea is exercised in two distinctive forms. The administrative power of establishing and supervising formal distance education institutions is exercised exclusively by the statutory bodies i.e. the state or municipalities. The organization and management of non-formal programmes is open to everyone and encouraged by the Social Education Law.

The KACU is under direct supervision of the Ministry of Education, while all ACHS's are administratively supported by the Provincial Board of Education. Both KACU and ACHS's, however, enjoy free hand in managing and operating their own programmes, except in such areas as the appropriation of the Government budget, or the appointment of full time staff.

Instructional System: The methods of teaching and learning employed in ACHS's and KACU reflect the so-called multi-media approach, implying that at present it is the common practice, in both KACU and ACHS, to combine broadcast lectures based on correspondence materials with face-to-face instruction in classrooms at schooling sessions as well as written assignments for comment and marking. But in the case of KACU, the use of audio- and video cassettes produced for an alternative means of broadcast lectures, and the University newspaper, are also available.

Geographical coverage: Distance education is provided nation-wide in Korea through 15 administrative units: one Special City (Seoul), five Municipalities (Pusan, Inchon, Daegu, Kwangju and Daejon), and nine Provinces (Kyunggi, Kangwon, Choongbuk, Kyungbuk, Choongnam, Chunbuk, Chunnam, Kyungnam and Jeju, to name from north to south).

Research Activities: Research activities conducted by the various distance education institutions are not clearly disclosed. For example, the ongoing research projects administered by the KACU Institute of Distance

Education cover both institutional and academic research such as (1) Survey on Development and Utilization of Instructional Media for Use of Distance Teaching, (2) Feasibility Study for Course Team Management for ETV Production, and (3) Projection for the Long Term Development Plan of the KACU.

Enrollment and Graduates in Distance Education Programmes:

Enrollment in distance education has been increasing in the four distance education institutions. At the KACU, the yearly admission quota has increased from 12,000 students in 1972 to 49,000 students in 1990. Presently there are approximately 160, 000 students or 12% of the total university population in Korea. During 19 years' of its operation, 103,107 graduated; 63,567 have been conferred bachelor degrees and 90% have already been employed. At all of the 52 ACHS, the enrollment rose from 5,800 in 1974 to 35,300 in 1990 making use of existing high schools' facilities for class held every other Sunday. So far, 112,817 students have graduated. At the Korean Standard Association's institution, there are approximately 19,093 part-time students and 70,000 graduates. At the Catholic Doctrine Correspondence Course (CCC), there are more than 120,000 part-time students and 230,000 graduates.

International Affiliation and Cooperation:

Distance education institutions in Korea have close cooperation with the following international organizations:

1. Asian Association of Open Universities
2. International Council for Distance Education
3. International Council of Adult Education
4. Asian-South Pacific Bureau of Adult Education
5. International Council for Innovation in Higher Education
6. All Japan Association of Private Universities Correspondence Education
7. National Association of University Continuing Education (U.S.A)

Problems and Constraints:

(1) Shortage of classrooms and qualified teachers, (2) Lack of technical courses, (3) Malfunctioning of interaction, (4) Reluctance to utilize the course-team approach, (5) Limited tutoring service, (6) High dropout rate of 70-90% (at KACU).

LIST OF DISTANCE EDUCATION INSTITUTIONS:

1. Korea Air and Correspondence University (KACU)
2. Korean Educational Development Institute (KEDI): Air and Correspondence High Schools (ACHS)
3. Korean Standard Association (KSA)
4. Catholic Doctrine Correspondence Course (CCC).

KOREA AIR AND CORRESPONDENCE UNIVERSITY
Ministry of Education

INSTITUTIONAL DATA

Year of Establishment: 1972.

Name of Head: **Chang In-Sook**, Ph.D.
Position: *President*
Address: 169 Dongsung-dong Chongro-ku
Seoul 110-791, KOREA.

Telephone: (02)740-4114
Telex:
Fax: (02)744-5882

Nature of institution: The KACU was first established as an affiliated school within Seoul National University by the 14th Amendment of the Educational Law (Law No. 2,045) on November 15, 1968 and was enacted by a Presidential Decree No. 6,106 "Presidential Degree on Establishment of the Korea Air and Correspondence College" on March 9, 1972. In 1982, it was elevated to the status of an independent single-mode national university serving only one group of home-based students. Presently, there are 13 departments: (1) Korean Language and Literatur, (2) English Language, (3) Chinese Language, (4) French Language, (5) Law, (6) Public Administration, (7) Business Administration, (8) Economics, (9) Education, (10) Early Childhood Education, (11) Agriculture, (12) Computer Science, and (13) Domestic Science plus Department of General Education. Four more departments (History, Applied Statistics, Health and Hygiene, and Trade) are to be established in 1992.

Educational levels provided for DE programmes: First Degree: Undergraduate Programme.

Titles and levels of DE programmes: Five-Year B.A. Degree Programme.

Governance: A national establishment.

Objectives: In Article 128-6 of the Education Law, the aims of establishing KACU are (1) to raise the people's overall education level by providing opportunities of higher education to those high school graduates who, for various reasons, cannot receive or have interrupted their college education, (2) to improve the academic and technological proficiency of people who are already engaged in a profession by offering opportunities of further study in major areas of modern science and technology, and (3) to render contribution to the welfare of the nation and society. The objectives of KACU are directed to the following:

1. Expansion of educational opportunity: For expanding educational opportunities for secondary school graduates.
2. Training of skilled manpower: For providing training of specialists or increasing the educational qualifications of working people by the combination of study and work.
3. National development: For achieving an integrated and coherent nation, enhancing the level of education, and helping to build society.
4. Equality of educational opportunity: For ensuring the right to education in all forms for all citizens.
5. Life-long recurrent education: For providing self-education and continuous learning opportunity in cultural or technological development for adults after basic education.
6. Compensatory nature: For providing a compensatory education and literacy programs for those who have not received formal basic education.
7. Personal development: For developing individual capacities in order to assist the individual reach his/her personal goals.
8. Cost-effectiveness: For providing education at a lower cost than full-time formal education.
9. Teacher Education and Training: For upgrading school teachers' knowledge and skills in new curricula and teaching methods.

Sources of financial support of DE programmes:

Tuition and Fees:
Students are required to pay about US$70.00 of tuition fees per semester.

Budget:
Approximate annual budget for distance education of the KACU for 1990 was US$27.2 million, of which about US$13.7 million is from the government.

Trends of development of DE resources and activities:

Expanded resources and activities:

1. Financial provision
2. Distance education programmes
3. Local study centers
4. Study materials and textbooks
5. The teaching force
6. Variety of courses offered

	7. Broadcasting programmes 8. Audio-visual aids. *Decreased resources and activities:* None. *Stable resources and activities:* 1. Face-to-face sessions 2. Library resources. *Not applicable:* Telecommunication equipment.
Trends of enrollment in DE Programs:	Increasing.
Number of current DE students:	148,650 (1990).
Number of annual intake of DE students:	49,000 (1991).
Number of students currently enrolled in each DE level:	Undergraduate: 148,650 (1990).
Number of annual DE graduates:	9,000.
Accumulative number of DE graduates:	103,107.
Components of personnel in DE:	Both full-time and part-time faculty members. The majority of faculty members are full-time employees.
Number of full-time staff:	Academic: 148 Non-academic: 155 Total: 303.
Number of part-time staff:	Academic: 2,500 Non-academic: None Total: 2,500.
Number of Courses and programs:	Number of courses offered: 426. Number of programmes offered: 1.
Production of teaching materials/media:	1. Teaching materials and media are produced by (1) Professors as content experts, (2)AV specialists (i.e Production Director, technicians).

2. Production of printed materials and AV media: A selected content expert writes the whole textbook and works with AV specialists such as PD for TV programmes and other AV materials.

3. The stages are: (1)Planning: Media selection, objective clarification, content identification; (2) Design: Storyboard writing, text writing (in the case of printed materials), evaluation, and revision; (3) Development: Materials production, editing, revision, completion. There is not formal evaluation activity.

Regional/Study Centers: Available in the forms of regional centers, local study centers, and cooperating institutions.

Number of regional and local study centers:
Regional Centers: 12.
Local Study Centers: 22.
Cooperating institutions: 22.

Operators of these centers: These centers are directly run by the University, but supported by cooperating universities and colleges.

Sources of financial support: The sole source of financial support is the university budget.

Major functions of these centers: As a branch college of the KACU. The major function of these centers is to provide schooling sessions and library services.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	7.7
Between 21-30	59.4
Between 31-40	27.0
Over 41	5.6
Total:	100.0

Gender distribution:

Sex:	(%)
Male	51.6
Female	48.4
Total:	100.0

Income Level: Data not available

Geographical distribution:

Areas:	(%)
Urban	60.0
Rural	40.0
Total:	100.0

Occupational and Ethnic Composition of DE Students:

Ethnic Composition: homogeneous.

Occupational distribution:	(%)
Public official:	20.4
Businessman:	29.3
Teachers:	8.3
Military personnel:	3.2
Others:	38.7

Future development:

The KACU has set a 5-year development plan, aiming at:
(1) transforming the total structure of the University into a more lucid and flexible one by modifying the present 5-year degree programmes to 4-year programmes to match those of conventional universities; adjusting its legal status from the monolithic entity which offers only undergraduate courses to a full-fledged university which offers also Master's and Ph.D. courses for advanced studies; and expanding new programmes for non-credit, part-time students as well; (2) striving to further enhance the quality of education by taking such resolute measures as modifying and reorganizing the curriculum content and its structure to befit the special needs of the KACU working students; setting an exemplary model for the nation for the so-called multi-media approach in education; pioneering in arenas of educational technology by introducing such innovative communication systems as the CIA, CATV, ISDN, VAN and the like, into the actual fields of education; and (3) exerting its full efforts in solving and improving immediate problems such as ever increasing difficulties in securing sufficient classroom facilities and teaching staff to operate qualitative schooling sessions, the problems in assessing student achievement which rely too heavily on computer processed marking, the problem of mal-functioning of local study centres, and so forth.

Major obstacles for implementing distance education:

Low social recognition of distance education.

Affiliation with regional and international DE organizations:

AAOU (Association for Asian Open Universities)
ICDE (International Council for Distance Education)
ICIHE (International Council for the Innovation of Higher Education).

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

List of Programmes:
1. Undergraduate Programme.

PROGRAMME I: *UNDERGRADUATE PROGRAMME*

Level: Undergraduate.

Title of programme: Five-Year Bachelor of Arts (B.A.).

Courses or programmes of instruction:

Agricultural Sciences:
- Agriculture
- Agricultural engineering
- Veterinary science
- Farming.

Commercial and management studies:
- Accountancy/Bookkeeping
- Administration
- Business administration
- Finance
- Management
- Banking
- Marketing
- Office/Secretarial studies
- Personnel
- Industrial relations
- Public administration.

Humanities:
- Contemporary and cultural studies
- History
- Humanities
- Philosophy
- Psychology
- Anthropology.

Languages and literature:
- Linguistics
- Languages (Korean, English, Modern Chinese, French, Japanese)
- Literature (Korean, Chinese, English, French, Japanese)

Educational Studies:
- Curriculum development
- Educational administration
- Educational policy analysis and management

Educational psychology
Child psychology and counseling
Pre-school education
Elementary education.

Engineering and technology:
Computer technology, programming.

Medical and Health Sciences:
Public health and administration.

Mathematics:
Computing, Computer science
Mathematical sciences.

Law:
Constitution
Criminal Law
Civil Law
Commercial Law.

Social Sciences:
Economics
Government and Politics
Sociology
Youth and Community studies.
Others:
Home economics.

Length of course: *Minimum number of study hours per week per course:* 2-3 hours.

Total number of weeks per course: 20 weeks.

Total number of courses making up programmes: 426 courses.

Media and method: *Most dominant:*
Printed texts
Counselling via media
Regional services
Study centers.
Dominant:
Audio-cassettes
Radio
Television
Face-to-face tutoring
Mail counselling
Telephone counselling
Practical work.

Least dominant:
Video-cassettes
Face-to-face counselling.

Language of instruction: Korean.

Admission requirements: Before entering the distance education programme, the student must have high school diploma or equivalent qualification.

Number of students: 148,650 (1990)

Annual intake of DE students: 49,000 (1991).

Evaluation system:

Continuous assessment:
Written assignments for submission
Written intermediary examinations.

Final course assessment:
Written final examinations
Final take-home assignments.

Educational and employment arrangements for graduates: None.

Profile of students in this level:

By Educational Background:	Proportion (%)
Secondary/High school leavers (Ages 16 to 19):	7.7
Others:	92.3
Total:	100.00

By Employment:	(%)
Full-time public employees:	20.4
Full-time private employees:	29.3
Others:	51.3
Total:	100.00

By types of career:	(%)
In-service trainees (e.g. teachers, nurses):	8.3
Housewives:	39.0
Others:	52.7
Total:	100.00

By gender:	(%)
Male:	51.6
Female:	48.4
Total:	100.00

Acceptance of final award, certificate, and degree: The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution, but it is considered inferior to that from non-DE institutions for getting a job or promotion.

AIR AND CORRESPONDENCE EDUCATION CENTER
KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE (KEDI)

INSTITUTIONAL DATA

Year of Establishment: 1972 (KEDI).
1974 (Distance Education Programme).

Name of Head: **Se-Ho. Shin, Ph.D**
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Nature of institution: Government funded research institution with distance teaching program.

Educational levels provided for DE programmes: Secondary education.

Titles and levels of DE programmes: Air and Correspondence High School (ACHS): Upper Secondary/High School.

Governance: A national, educational research institution with distance teaching programmes.

Objectives: The aims of ACHS are (1) to provide secondary education for working youths and adults who could not receive high school education after graduating middle school, (2) to offer opportunities for further education as a process of life-long education, through distance methods, and (3) to raise standard of academic achievement and realize the equity of educational opportunity for all people. Specifically, the ACHSs are established to meet the following objectives:

1. Expansion of educational opportunity: For expanding educational opportunities for junior secondary school graduates.
2. Equality of educational opportunity: For ensuring the right to education in all forms for all citizens.
3. Cost-effectiveness: For providing education at a lower cost than full-time formal education.
4. Training of skilled manpower: For providing training of specialists or increasing the educational qualifications of working people by the combination of study and work.
5. Vocational development: For developing individual career and vocational capacities in order to assist the individual in attaining a place in the economy that he/she desires.
6. Personal development: For developing individual capacities in order to assist the individual reach his/her personal goals.
7. Economic development: For collective economic and technical development.
8. National development: For achieving an integrated and coherent nation, enhancing the level of education, and helping to build society.
9. Compensatory nature: For providing compensatory education and literacy programs for those who have not received formal basic education.
10. Life-long recurrent education: For providing self-education and a continuous learning opportunity in cultural or technological development for adults after basic education.

Sources of financial support of DE programmes:

Tuition and Fees:
The student pays nominal tuition fee of US$80.00 per annum.

Budget:
Approximate annual budget of a ACHS for the fiscal year of 1990 was US$ 958,904.00.

Trends of development of DE resources and activities:

Expanded:
Financial provision
Local study centers
Study materials and textbooks
Teaching staff
Variety of courses offered
Broadcast programmes
Audio-visual aids.

Decreased: None.

Stable:
Distance education programmes
Telecommunication equipment
Face-to-face sessions.

	Not applicable: Library resources.
Trends of enrollment in DE Programs:	Increasing until 1987 Decreasing since 1988.
Number of current DE students:	Approximately 32,541 students totally enrolled in 52 public high schools to which the ACHS are attached.
Number of annual intake of DE students:	Approximately 30,000 annually.
Number of students currently enrolled in each DE level:	Upper Secondary Level: 32,451.
Number of annual DE graduates:	Approximately 11,000.
Accumulative number of DE graduates:	Approximately 230,000 graduates since the establishment of DE programmes.
Components of personnel in DE:	Faculty members share their work duties between a conventional high school and the distance education institution.
Number of full-time staff:	Data not available.
Number of part-time staff:	Data not available.
Number of Courses and programs:	Number of courses offered: 37. Number of programmes offered: 1.
Production of teaching materials/media:	1. Teaching materials and media are produced by researchers at KEDI 2. Teaching materials are produced by professors and teachers according to the guideline and direction by KEDI 3. The stages are (1) criteria of development, (2) writing, (3) research and correction, and (4) approval by Ministry of Education.

Regional/Study Centers: Available at 52 public high schools throughout the country.

Number of regional and local study centers: Number of Regional and Local Study Centers: 52.

Operators of these centers: These centers are supervised by the Local Board of Education and the Principal of each high school.

Sources of financial support: The sources of financial support are from student tuition fees and financial subsidy from the government.

Major functions of these centers: Major functions of these centers are to provide:

1. tutorial sessions
2. counselling services
3. examinations
4. Extra-curricular activities.

Overall student Profile:

Proportion

Age distribution:

Years:	(%)
Under 21	48.0
Between 21-30	41.0
Between 31-40	10.0
Between 41-50	1.0
Between 51-60	-
Over 60	-
Total:	100.0

Gender distribution:

Sex:	(%)
Male	42.0
Female	58.0
Total:	100.0

Income Level:

Level:	(%)
Top	-
Middle	10.0
Bottom	90.0
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	95.0
Rural	5.0
Total:	100.0

Occupational and Ethnic Composition of DE Students:

Ethnic Composition: homogeneous.

Occupational distribution:	(%)
Businessmen	32.0
Craftsmen	25.0
Agricultural	3.0
Military	1.3
Nurse	1.3
Government Officials	3.0
Others	12.6
Unemployed	21.8

Future development:

Possible distance education development in the next 5-10 years is the expansion of the curriculum to vocational areas.

Major obstacles for implementing distance education:

1. Decrease in enrollment of student.
2. Students lack of passion to study.

Affiliation with regional and international DE organizations:

None.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

List of Programme:
Air and Correspondence High School.

PROGRAMME I: *AIR AND CORRESPONDENCE HIGH SCHOOL*

Level:	Upper secondary education.
Titles of programmes offered in this level:	High School Certificate Programme.
Courses or programmes of instruction:	General Industry General Commerce Humanities Contemporary and Cultural Studies History: Korean history and World history National Ethics Languages: Korean, English, German, Japanese, Classical Chinese. Literature: Korean literature Fine Art, Art History Music General Technology Chemistry Geological Sciences Physics General Biology and Life Sciences Health Studies General and Advanced Mathematics Economics Geography: Korean geography, World geography General Politics and Economics Home Economics Police and Military training Extra-curricula activities.
Length of course:	*Minimum number of study hours per week per course:* 1 hours. *Total number of weeks per course:* 52 weeks. *Total number of courses making up programmes:* 37 courses.
Media and method:	*Most dominant:* Radio Weekend schooling.

Dominant:
Printed correspondence texts
Face-to-face tutoring
Study centers.

Least dominant:
Tutoring via mail
Face-to-face counselling.

Language of instruction: Korean.

Admission requirements: Before entering the distance education program, the student must:
1. Have Middle School Certificate
2. Be a citizen of the country.

Number of students: 32,541.

Annual intake of DE students: 11,714 (as of 1990).

Evaluation system:

Continuous assessment:
1. Written assignments for submission
2. Written regular tests
3. Written intermediary examinations
4. Attendance at the local study center.

Final course assessment:
1. Written final examinations
2. Written assignments for submission
3. Record of listening to radio lecture.

Educational and employment arrangements for graduates: No educational or employment arrangements are provided to students. They can apply for work or college level education.

Profile of students in this level:

By Educational Background:	Proportion (%)
Complete middle school:	60.0
Secondary/High school leavers (Ages 16 to 19):	40.0
Total:	100.00

By Employment:	(%)
Full-time public employees:	5.0
Full-time private employees:	70.0
Others:	25.0
Total:	100.00

By types of career:	(%)
In-service trainees (e.g. teachers, nurses):	1.0
Housewives:	20.0
Retired:	4.0
Others:	75.0
Total:	100.00

By gender:	(%)
Male:	42.0
Female:	58.0
Total:	100.00

Acceptance of final award, certificate, and degree: The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution.

CORRESPONDENCE EDUCATION DEPARTMENT
KOREAN STANDARD ASSOCIATION (KSA)

INSTITUTIONAL DATA

Year of Establishment:	1962 (KSA). 1977 (Correspondence Education Department).
Names and positions of Heads:	**Mr. Sung-Hong Kim** *President*, Korean Standard Association. **Mr. Jai-Lyong Kim** *Chief*, Correspondence Education Department.
Address:	5-2, Soonwha-dong, Chung-ku, Seoul, 100-130, KOREA.
Telephone:	(02) 772-3370-3
Telex:	
Fax:	(02) 772-3544
Nature of institution:	Conventional institution with distance teaching department.
Educational levels provided for DE programmes:	1. Self-development/life long education for industrial workers 2. Training: vocational and technical.
Title of DE programmes:	Correspondence Education Programme.
Governance:	An institution administered and run by non-profit organizations.
Objectives:	1. Training of skilled manpower: For providing training of specialists or increasing the educational qualifications of working people by the combination of study and work. 2. Vocational development: For developing individual career and vocational capacities in order to assist the individual find a place in the economy that he/she desires. 3. Life-long recurrent education: For providing self-education and a continuous learning opportunity in cultural or technological developments for adults after basic education.

4. Preservation of trained manpower: For preventing personnel from switching professions after training, as occurs among many graduates from conventional educational institutions.
5. Cost-effectiveness: For providing education at a lower cost than full-time formal education.

Sources of financial support of DE programmes:

Tuition and Fees:
1. The employer/sponsor who recommends the student to attend distance education pays all tuition expenses for the student.
2. The student pays all tuition expenses by himself/herself for the amount of US$20.0 per month.
3. In addition to free access to distance education, students are given paid leave from work.

Budget:
Approximate annual budget for distance education for 1990 was US$1,800,000.

Trends of development of DE resources and activities:

Expanded:
Study materials and textbooks
Variety of courses offered
Face-to-face sessions.

Decreased: None.

Stable:
Distance education programmes
Teacning force
Audio-visual aids.

Not applicable:
Financial provision
Local study centers
Telecommunication equipment
Broadcasting programmes
Library resources.

Trends of enrollment in DE Programs: Increasing.

Number of current DE students: Approximately 19,093.

Number of annual intake of DE students: Approximately 15,279 (from January 1-May 31, 1991).

Number of students currently enrolled in each DE level: Same as the above.

Number of annual DE graduates: Approximately 16, 233 (1990).

Accumulative number of DE graduates: Approximately 70,000 graduates since the establishment of DE programmes.

Components of personnel in DE: All faculty members are outsiders.

Number of full-time staff:
Academic: None
Non-academic: 25
Total: 25.

Number of part-time staff: None.

Number of Courses and programs:
Number of courses offered: 78.
Number of programmes offered: 1.

Production of teaching materials/media:
1. Teaching materials and media are produced by KSA staffs of the Course Development Section and Editing Teams.
2. Teaching materials are from two sources: (1) Foreign texts in collaboration with the Japanese Management Association (JMA), and (2) Domestically written texts by local experts.

Regional/Study Centers: None.

Overall student Profile:

Age distribution: Data not available.

Gender distribution: Data not available.

Income Level: Data not available.

Geographical distribution: Data not available.

Occupational and Ethnic Composition of DE Students: *Ethnic Composition*: Homogenenous

Occupational distribution: All are industrial workers from top managers to lower-class laborers

Future development: None

Major obstacles for implementing distance education: None

Affiliation with regional and international DE organizations: None

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION: List of Programme:
Correspondence Education Programme

PROGRAMME I: *CORRESPONDENCE EDUCATION PROGRAMME*

Level: Self-development/life long education for industrial workers.

Courses or programmes of instruction:

Commercial and Management Studies:

- Accountancy/Bookkeeping
- Management
- Marketing
- Personnel
- Industrial relations
- Planning
- Foreign trade
- Sales promotion practice.

Engineering and Technology:

- Computer technology, programming
- Manufacturing
- Industrial engineering
- Quality control
- Logistics.

Length of course: *Minimum number of self study hours per week per course:* Data not available.

Total number of weeks per course: 12-24 weeks.

Total number of courses making up programmes: 78.

Media and method:

Most dominant:
Printed correspondence texts
Tutoring via mail
Monthly reports.

Dominant:
Audio-cassettes
Face-to-face tutoring.

Least dominant:
Telephone instruction
Telephone tutoring
Telephone counselling.

Language of instruction: Korean.

Admission requirements: Before entering the distance education program, the student must get a recommendation from his/her employer.

Number of students: 97,666 (1977-1991).

Annual intake of DE students: 19,093 (1990).

Evaluation system:

A. Continuous assessment:
1. Written regular tests
2. Written intermediary examinations.

B. Final course assessment:
1. Written final examinations

Educational and employment arrangements for graduates: Students are given the chance of promotion or further education and other personnel rating merits.

Profile of students in this level:

By Educational Background: Data not available.

By Employment:	(%)
Full-time public and private employees:	100.00
Total:	100.00

By types of career: Data not available.

By gender: Data not available.

Acceptance of final award, certificate, and degree: No. But the certificates are accepted by employers for promotion of their personnel.

CATHOLIC DOCTRINE CORRESPONDENCE COURSE

INSTITUTIONAL DATA

Year of Establishment: 1954, October 16.

Name of Head: **Rev. In-Young Kim**
Position: *Director*
Address: P.O. Box 5234
Seoul, KOREA.

Telephone: (02) 275-0692
Telex:
Fax: (02) 2787-4492

Nature of institution: Distance teaching only.

Educational levels provided for DE programmes: For students of all levels.

Title of DE programmes: Religious Education.

Governance: A non-distance education institution administered and run by non-profit organizations offering a distance education programme.

Objectives: The CCC aims to provide the opportunity for people who do not have time to participate in regular religious course held in parishes to know the Catholic doctrine. Thus, the objective is for *religious and moral awareness.*

Sources of financial support of DE programmes: *Tuition and Fees:*
Distance education is free. Funds are from subsidies/donations from private persons, bodies, or foundations.

Budget:
Approximate annual budget for distance education of this institution for 1990 was US$180,000.

Trends of development of DE resources and activities:
Expanded:
Financial provision
Distance education programmes
Telecommunication equipment
Audio-visual aids.
Decreased: None.
Stable:
Study materials and textbooks
Teaching staff
Variety of courses offered
Broadcasting programmes.
Not applicable:
Face-to-face sessions
Library resources.

Trends of enrollment in DE Programs: Stable.

Number of current DE students: Approximately 10,000 students per month.

Number of annual intake of DE students: Approximately 120,000.

Number of students currently enrolled in each DE level: Not applicable.

Number of annual DE graduates: Approximately 9,000.

Accumulative number of DE graduates: Data not available.

Components of personnel in DE: All staff members are full-time non-academic employees.

Number of full-time staff:
Non-academic: 10.
Total: 10.

Number of part-time staff: None.

Number of Courses and programs:
Number of course offered: 1.
Number of programme offered: 1.

Production of teaching materials/media: Teaching materials and media are produced by Catholic Episcopal Conference of Korea and the staff.

Regional/Study Centers: No regional or local study centers.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	6.0
Between 21-30	34.0
Between 31-40	29.0
Between 41-50	12.0
Between 51-60	4.0
Over 61	1.0
No data	14.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	60.0
Female	40.0
Total:	100.0

Income Level: Data not available.

Geographical distribution: Data not available.

Occupational and Ethnic Composition of DE Students: *Ethnic Composition:* Homogeneous.

Occupational distribution: Data not available.

Future development: Possible distance education development in the next 5-10 years is to issue new teaching materials.

Major obstacles for implementing distance education: Passive and negative response from parish priests

Affiliation with international DE organizations: None

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION: List of Programme:
Religious Education

PROGRAMME I: *RELIGIOUS EDUCATION PROGRAMME*

Level:	For people of all levels Primary (for adults) Secondary (for adults) Pre-degree Diploma/Certificate First Degree Postgraduate Training.
Courses or programmes of instruction:	*Humanities:* Religious Education.
Length of course:	*Minimum number of study hours per week per course:* 2-3 hours. *Total number of weeks per course:* 12 weeks. *Total number of courses making up programmes:* 1 course.
Media and method:	*Most dominant:* Printed texts. *Least dominant:* None.
Language of instruction:	Korean.
Admission requirements:	Before entering the distance education program, the student must meet a minimum age of 18. They should visit their parish priest and attend Sunday mass.
Number of students:	20,000 students a year.
Annual intake of DE students:	9,000.
Evaluation system:	
A. Continuous assessment:	1. Written assignments for submission 2. Written regular tests

B. Final course assessment: The course is completed when the student submit the last paper.

Educational and employment arrangements for graduates: Not applicable

Profile of students in this level:

By Educational Background:	Proportion (%)
First degree:	6.0
Higher degree:	35.0
Others:	59.0
Total:	100.00

By Employment:	(%)
Full-time public employees:	17.0
Full-time private employees:	42.0
Others:	41.0
Total:	100.00

By types of career:	(%)
In-service trainees (e.g. teachers, nurses):	7.0
Housewives:	-
Retired:	16.0
Others:	73.0
Total:	100.00

By gender:	(%)
Male:	60.0
Female:	40.0
Total:	100.00

Acceptance of final award, certificate, and degree: Data not available

DISTANCE EDUCATION IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC

COUNTRY PROFILE

The Lao People's Democratic Republic (LAO PDR) is a land-locked country of 236.800 sq.kms bordered by China and Burma to the north and northwest, Thailand to the west, Kampuchea to the south and Vietnam to the northeast and east. The Mekong river running from China to Kampuchea forms much of the border with Burma and Thailand. Extensive mountain ranges cover most of the country except for the plains comprising the Boloven's plateau in the south. Over two thirds of the land area is covered by forests and woodland with some valuable wood species and many known mineral deposits. A substantial proportion is degraded from the farming activities of shifting cultivators.

Economy, Population and Demography:

One of the least developed in the world. Production is overwhelmingly agrarian. Exploitation of agricultural development and minerals is restricted by lack of skilled labour, a poorly educated work force, lack of domestic capital and inadequate transport and communications. There is only limited access to world markets, goods and services which might hasten national development. GDP was estimated at US$ 180 in 1988. The effect of liberalizing the economy is apparent in the many new shops in the Capital of Vientiane, and private enterprises opening up in Laos and in larger provincial centres. Expenditure for education in 1988 was 8.9% of the total government expenditure and 2.4-3.9% of the Gross Domestic Product.

The population of Laos is 4 million (3.58 million in the 1985 census; 1.76 million males and 1.82 million females) residing in a very low 15.1 persons per km square. About 44% of the population was under sixteen. The average annual growth rate is 2.9%. Three dominant ethnic group are *Laos Lum*--lowland people (68%), *Lao Theung* (upland), and *Lao Soung* (highland).

Language of Instruction:

The national language, Lao, is used in public life and in schools of all levels. Minority groups speak a variety of languages with little resemblance to the Lao language.

Educational System:

Education in Lao PDR is provided for a total period of 11 years for general education, comprising of primary (5 years), lower secondary (3 years) and upper secondary (3 years). Pre-school education is provided for children of age 2 months - 2 years, and kindergarten for children of age 3-5 years.

Post secondary education includes (1) Teacher training colleges for each school level and major subject areas; (2) Vocational schools for preparing skilled/semi skilled workers; (3) Technical colleges for training middle level technicians; (4) Higher technical colleges for preparing higher level technicians; and (5) The National Polytechnical Institute for preparing professional engineers.

There are three higher educational institutes offering programmes at first degree level: (1) the University of Medical Sciences; (2) the National Polytechnic Institute, and (3) the Institute of Pedagogy (IUP) which trains upper secondary school teachers.

Non-formal education offers three main types of non-formal education programmes: (1) literacy training for out-of-school adults; (2) upgrading programmes for the general adult equivalence in full-time compressed programmes, and (3) upgrading programs for upgrading educational qualifications to Government cadres with lower/upper secondary levels.

Communication Infra-structure:

Essential communications infrastructure still inadequate both in major cities and in the mountain regions. Access to outlying villages is limited and relies on river boats, or walking trails for access due to poor road conditions. Postal services are considered unreliable. Radio receivers are rare and radio reception is weak. Few villages have electricity, and batteries are the only power source available for appliances. Television is available on a limited scale. The telephone network does not extend beyond the urban boundaries. Military-operated Morse code links or radio-telephone via the capital Vientiane connect different major cities.

OVERVIEW OF DISTANCE EDUCATION

During the past decades, a limited scale of distance education in the Lao PRS began in the early 1960's when the Ministry of Education established an educational radio service with the assistance from Japan (radio-sets), United Kingdom (radio-studio), Australia, Malaysia and Federal Germany (personnel training) to broadcast educational programmes to rural schools and the general public.

Systematic distance education in the Lao PDR has not yet been institutionalized. Non-certificate/degree type of distance education is provided by the **Information Unit,** Ministry of Education and

Sports, and radio/television stations in the Ministry of Information and Culture in the forms of educational radio, educational TV and educational journal. The country is considering distance education as an alternative approach to providing education to its people. Also, the Government is formulating a five year project (1992-96) with the assistance from UNICEF on distance education for teacher training.

Factors Leading to Establishment of Distance Education Programmes: (1) Need for upgrading untrained/unqualified primary teachers, especially for the adoption of the New Curriculum to begin 1993; (2) Need for strengthening non-formal education; and (3) Need for upgrading and re-training courses for long-standing graduates in various professions.

Year of Establishment: The Information Unit was established in 1976, but the distance education project to be supported by UNICEF is to be implemented in 1992.

Instructional Media for Distance Education: The distance education project will utilize appropriate educational technology such as print media in the form of self-learning modules, limited use of radio/TV programmes, face-to-face guidance, and summer school workshops.

Sources of Financial Supports: The Government of the Lao PDR, UNICEF, UNESCO, SIDA, and certain countries such as Soviet Union, Australia, France and Germany.

Trends of Development in Distance Education: Upward increase as distance education is considered an important tool for adult and non-formal education, for vocational and life skills training, and for supplementary activities for primary and secondary schools.

Legal Status: Fully supported by the Government rules and regulations and agreements with the funding agencies.

Aim: To upgrade untrained and unqualified teachers in selected districts located in the remote region.

Control and Management: The distance education project is controlled by the Ministry of Education and Sports.

Instructional System: Each teacher joining the project would study through distance education methods for two years, causing the least disruption to class-room activities, teaching activities and teacher dislocation. The strategy planned consists of integrated components such as:

1. Self-paced learning modules with emphasis on new teaching methodologies, multi-grade teaching, remedial teaching skills and student assessment

2. In service teachers support such kind of services by making use of the opportunity to learn from the experienced teachers
3. Summer school workshops conducted by advisory teachers (counsellors pedagogic) during the summer vacation, and mid-year workshops to provide an opportunity for teachers of intensive instruction as well as a chance to interact with their peers.

Problems and Constraints:

(1) Poor telecommunication infrastructure, (2) Shortage of electricity supplies in rural areas; (3) Shortage of qualified personnel; (4) Lack of domestic funds; (5) The ethnic diversity of the population, and (6)Inadequate media production facilities.

International Affiliation and Cooperation:

UNICEF and UNESCO.

LIST OF DISTANCE EDUCATION INSTITUTIONS OR PROGRAMMES:

Presently, there is no distance education institution or programme. However, the following units are currently providing a limited scale of distance education activities, for information purpose rather than instructional:

A. Information Unit, Ministry of Education:
1. Educational Radio Division
2. Education Newspaper Division
3. Educational Television Division-under joint production with Information Unit, Department of General Education, Department of Teacher Training, the Research Institute for Educational Science, and various teacher training institutions within the Ministry of Education;

B. Ministry of Information and Culture:
1. Radio/TV National: One TV station in Vientiene
2. Provincial Radio/TV: Two provincial TV stations are available in Savannakhet and Luangprabang.

The information presented in this survey is available from the Information Unit, Ministry of Education and Sports.

INFORMATION UNIT
MINISTRY OF EDUCATION AND SPORTS

INSTITUTIONAL DATA

Year of Establishment: 1976.

Name of Head: **Mr. Boun Oum Paphatsalang**
Position: *Editor in Chief*
Address: Sethathirat Avenue, B.P 67
Ministry of Education and Sports, Vientiene
Lao People's Democratic Republic
Telephone: 2283

Nature of institution: Conventional institution with divisions partially involved with providing distance teaching:
- Educational Radio Division
- Educational Television Division
- Educational Newspaper Division

Educational levels provided for DE programmes:
1. Primary for children and adults
2. Secondary for children and adults
3. Teacher training course
4. Community education.

Titles and levels of DE programmes:
1. Title: Social sciences (Geography, History), Moral education
   Level: Primary and secondary education
2. Title: Psychology, Teaching Methodology
   Level: Primary school teachers
3. Title: Tale, story, song, teaching methods
   Level: Kindergarten, pre-school education
4. Title: Educational Activities, Appropriate Technologies
   Level: Primary and secondary education for adults.

Governance: A ministerial national establishment.

Objectives:
1. National development
2. Personal development
3. Life-long recurrent education
4. Equality of educational opportunity
5. Teacher Education and Training.

Sources of financial support of DE programmes:	*Tuition Fees:* Free. *Budget:* 1. Approximate annual budget for distance education of the institution for the fiscal year of 1990 was US$10,000. 2. Other sources of revenue: Amount: US$10,000. Source: UNICEF.
Trends of development of DE resources and activities:	*Expanded:* Telecommunication equipment The teaching force Broadcasting programmes Audio-Visual aids *Decreased:* None. *Stable:* Financial provision Technology support for distance education programmes Variety of courses offered. *Not applicable:* Local study centres Study materials and textbooks Face-to-face sessions Library resources.
Trends of enrollment in DE Programmes:	No student enrollment.
Number of current DE students:	Not applicable.
Number of annual intake of DE students:	Not applicable.
Number of students currently enrolled in each DE level:	Not applicable.
Number of annual DE graduates:	Not applicable
Accumulative number of DE graduates:	Not applicable.

Components of personnel in DE: At present there is a core staff of 20 full-time persons who work closely with teachers at the district level.

Number of full-time staff: There are 10 full time academic staff working for the "Suksa May" Newspaper.

Number of part-time staff: There are 20 part-time academic staff at district level .

Number of Courses and programmes: *Number of courses offered:* Information not available.
Number of programmes offered: Information not available.

Production of teaching materials/media:

1. Teaching materials are prepared by teachers who are journalists in the Information Unit, by working closely with teachers in primary schools.
2. Teacher-journalists prepare the teaching draft. Then they discuss it with the teachers, and exchange some viewpoints on the teaching method. After that, the teacher-journalists adapt the teaching method to the real life context. Expert opinions, consultation are sometimes needed from concerned departments such as the Curriculum Institute, Teacher Training Department.

Regional/Study Centres: Not Applicable.

Overall student Profile: Data not available.

Future development: None.

Major obstacles for implementing distance education:

1. Poor communication infra-structure
2. Shortage of electric current
3. Lack of qualified staff
4. Shortage of financial support
5. Absence of vital and necessary equipment
6. Poor living conditions of students.

Affiliation with regional and international DE organizations: None but would like to contact and cooperate with Sukhothai Thammathirat Open University in Thailand in the near future.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION

List of Programmes:
1. *Suksa May* Magazine.

PROGRAMME I: *SUKSA MAY MAGAZINE*

Level:	1. Primary for children and adults 2. Secondary for children and adults 3. Teacher training course 4. Community education.
Titles of programmes offered in this level:	*Title:* "Suksa May" (New Education) Radio, Television, and Journal *Level:* Pre-school, primary, and secondary education.
Courses of instruction:	Educational programmes as produced and offered to the audience, who are mostly teachers and school students, via radio, TV, and printed materials: *Education and Teacher Training:* Educational Psychology, Methods of Teaching, etc. *Physical Science:* Chemistry, Geological sciences, Physics *Medical and Health Sciences:* Health studies, and Nursing *Social Science:* Geography, and Social Studies/Civics *Services:* Recreation and Sports
Length of course:	Radio and TV programmes are usually 15-30 minutes long. They are not offered on a weekly basis.
Media and methods:	Educational Journal, Radio, and TV under the same titles: "Suksa May".
Language of instruction:	Lao language.
Admission requirements:	No requirements.
Number of students:	Data not available.

Annual intake of DE students: Data not available.

Evaluation: Data not available.

Educational and employment arrangements for graduates: None.

Profile of students in this level:
By Educational Background:
By Employment:
By types of career:
By gender:
Data not available.

Acceptance of certificate, diploma, and degree: Not accepted.

SURVEY OF DISTANCE EDUCATION IN MALAYSIA

COUNTRY PROFILE *Malaysia is a developing country in South East Asia comprised of two regions: West Malaysia (Peninsular Malaysia) with 11 states, and East Malaysia with 2 states (Sabah and Sarawak). It has an area of 127,548 square miles (50,793 square miles for the Peninsula and 76,755 square miles for East Malaysia). East and West Malaysia are separated from each other by the South China Sea. In terms of development, West Malaysia is far ahead of East Malaysia.*

Economy, Population and Demography: A market economy. Malaysia has overcome many problems such as the uneven structure of the economy, the lack of educational opportunities and facilities, and unstable social and political conditions due to racial and ethnic groups. and has become one of the most successful developing country in the region. It has a population of 18.3 million.

Language of Instruction: Malay, the National Language. Chinese and Tamil as the medium of instruction continues to exist. Greater emphasis has also been given to the teaching of English as a second language. Since 1980s all the institutions from primary schools (with the exception of Chinese and Tamil primary schools) to universities had been using the Malay as the medium of instruction. This is also true for distance education programmes.

Educational System: The education system in Malaysia is 6:3:2:2. Basic education consists of at least nine years: six years primary (Age 6-11); and three years lower secondary education (Age 12-14); two years upper secondary (Age 16-17); and two years post-secondary (17-18) before continuing to higher education level. There are three types of primary schools: the *National Schools* using Malay; the *National Type Chinese Schools* using Chinese; and the *National Type Tamil Schools* using Tamil as the medium of instruction. From secondary to tertiary level, the language of instruction is Malay. After completing form four, pupils are streamed into either academic, technical or vocational schools. At the post secondary level, students have several options: they can choose to enter matriculation or form six classes, teacher training colleges, apply for certificate programmes in polytechnics, or they may join the work force.

Communication Infra-structure: Malaysia has a good communication infrastructure for distance education in terms of printing, radio and TV broadcasts, telephone, postal services, and telecommunication.

OVERVIEW OF DISTANCE EDUCATION:

A distance education programme was first established in Malaysia in 1971 at Universiti Sains Malaysia (USM), formerly known as Universiti Pulau Pinang. It was offered as a service section under The Centre for Educational Services (CES). This unit separated from the CES to become an independent Unit and thus was directly responsible to the Senate of the University. In 1981, the Unit was subjected to a comprehensive review and a recommendation was made to upgrade it to a Centre with its own Board. In 1983, it became a Centre for Off-Campus Studies. Besides USM's Off-Campus programme, the government also sponsored the Off-Campus programme at the Mara Institute of Technology in 1973. In the private sector, there are a number of institutions offering distance education and correspondence courses such as Disted College in Penang, West Glamorgan Institute of Higher Education in Kota Baru, Kelantan; and Malayan Correspondence College in Johor Baru. In Kuala Kumpur, there are presently four private distance education institutions mostly using correspondence techniques, namely Maktab Federal, Institut Philips, Maktab Adabi Gaya Pos, and Sekolah Gaya Pos Utama. Amongst these only Disted College (which have overseas affiliations) offers degree courses.

Factors Leading to Establishment of DE Programmes: The need to provide an opportunity for working adults to have a university education and to help decrease the number of students leaving the country seeking higher education overseas.

Year of Establishment: 1971 with the establishment of the Off-Campus Studies unit at the Universiti Sains Malaysia.

Media for Distance Education: Print as the principal form of teaching materials supplemented by tele-tutorials, audio-cassettes, video-cassettes, assignments, laboratory experiments, intensive course/residential schools, and a one-year full-time residential requirement.

Sources of Financial Supports: From the Government. It is estimated that at an average of 3.14% of the University annual expenditure is allocated to the Off-Campus Centre totalling 3,035,120 MYR.

Trends of Development in Distance Education: On an upward trend due to (1) the decreasing opportunities for higher education as the group of young population (age 19-24 years) increases; (2) Immense need for skilled manpower for national economic development in the coming decades; (3) An increasing number of young Malaysians seeking education overseas as a result of stiff competition for places at local universities and institutions; and (4) the need to reduce cost for the establishment of new educational and training facilities. Studies will be carried out within the Sixth Malaysian Plan (1991-1995) on the establishment of an open university in Malaysia.

Legal Status: Supported by a provision of the Constitution of the University of Penang (1969) mandating the University to award external degrees.

Aims: (1) To enable adult students, who for one reason or another do not get the opportunity to pursue higher education conventionally, obtain a degree qualifications; (2) to make a higher education programme available to economically deprived and geographically isolated areas; (3) to increase the rate of training of society members in order to fulfill demand for qualified manpower; and (4) to improve the productivity of those already in the work force by upgrading their knowledge and skills.

Control and Management: Distance education is controlled and managed by the Centre for Off-Campus Studies, USM. As a public institution, the Centre for Off-Campus Studies at USM is the largest provider of distance education in the country and is a centralized system. It is a division under the parent institution, which is a conventional university. The centre enjoys a status similar to other On-Campus Schools/Centres with its own Board through which all its activities are organized and administered.

Under the present Constitution of the USM, the principle governing bodies of the University are (1) the Court, (2)Council, and (3)Senate. The Court is the supreme governing body with the Chancellor as chairman. The supreme executive body is the Council which provides for the custody and the use of the university seal, administers university property, and manages non-academic affairs. The Senate, chaired by the Vice Chancellor, is the highest academic authority, subsidiary to it are the Board of Schools/Centres with their various committees.

The Centre for Off-Campus Studies has its own Board exercising the said responsibility. The Board of the Centre for Off-Campus Studies is under the leadership of a Director, assisted by three Deputy Directors, and programme chair-persons. The Centre works closely with the On-Campus Schools/Centres for the provision of teaching staff, laboratory, library, central printing and examination facilities, through the Coordination Committee chaired by the University's Deputy Vice Chancellor (Academic), consisting of the involved Deans/Directors of the Schools/Centres. The Centre also has a nation-wide network of regional study centres; each is run by a part-time resident tutor.

Instructional System: Malaysia's instructional system for distance education comprises several methods for delivery of the courseware components. Students study at home from printed modules or interactive study guides, listen to supplementary audio-cassettes, view supplementary videos at regional study centres, attend compulsory tele-tutorials, perform laboratory experiments, undertake to complete all assignments, subject themselve to continuous assessment, attend intensive residential schooling, take final examinations, and enter one-year residential schooling after collecting 84 credits.

Geographical coverage: Distance education is fully covered in Malaysia through the network of the USM's Centre for Off-Campus Studies, and distance education activities at other public and private institutions. For example, the USM's Centre for Off-Campus Studies has succeeded in its objective to take university education to rural areas such as the east coast region of the Peninsula and the two states in East Malaysia: Sabah and Sarawak. In 1991, there were 11 regional study centres throughout the country. The centres with the largest student population are Kuala Lumpur and Penang, but some of the students in these urban centres may have also come from the rural areas. Regional Study Centres act as local terminals for teletutorials, venues for continuous assessment, laboratories for science experiments, library and media services; and also meeting places for students.

Research Activities: Research activities in distance education in Malaysia, conducted by both institutional and individual research groups are increasing. Some research has been conducted elsewhere by staff members i.e. for their Masters degree theses or Doctoral dissertations with financial support from the University. Areas of research activities include learning styles, student characteristics, and faculty's perception of distance education programmes; the role of distance education personnel; problems faced by off-campus students; students' performance in various courses such as Mathematics, Chemistry, Organic Chemistry; media production such as video production; drop-outs, e.g. of intensive course/residential programmes; and effectiveness of teleconferencing. Research grants are provided by the University as well as outside agencies.

Enrollment and Graduates in DE Programmes:

The enrollment ratio of off-campus students to the on-campus is higher at the institutional level than that at the national one. For instance, the total enrollment of part-time Off-Campus students was 2,847 students at the USM in 1990 (1:3 for external enrollment to internal students). At the national level, the ratio is roughly 1:30 for external to full-time on-campus students. Intake of students into the external programme had been increasing, reaching its peak at 707 in 1986 and decreasing slightly since then. The majority of USM Off-campus students in 1988/89 were teachers (59%) within the age range of 30-34 (48.3%) with the average income of MYR 750-1,000. The male to female ratio is 4:1. So far 2,232 have graduated; at an annual average of 140 graduates of whom more than 80% graduated with Second Class Honours and six students with First Class Honours Degrees.

International Affiliation and Cooperation:

Various distance education institutions in Malaysia have established relationships and cooperation with regional and international organizations and institutions. In the private sector, the Disted College acts as a regional study centre for several overseas institutions such as Adelaide College and Deakin University in Australia and Leicester Polytechnic in Great Britain. In the public sector, the USM Off-Campus programme, for example, has established both formal and informal relations with the Australian International Development Programme (IDP) and Canadian International Development Agency (CIDA), and the Open Learning Institute (OLI) in Canada; Murdoch University, and Deakin University in Australia. Joint-research activities have been undertaken together with the University of South Pacific, Open Learning Institute, Sukothai Thammathirat Open University, Ramkhamhaeng University, Allama Iqbal Open University and *Universitas Terbuka* of Indonesia (assisted by the International Development Research Centre (IDRC)); and with the British Open University, University of Cambridge's International Extension College, Cambridge (supported by the British Council).

A cooperative network is planned to include the East West Communication Institute (Hawaii, USA), and the Athabasca University, Canada; the University of the Air (UA) and the National Institute of Multimedia Education (NIME) in Japan, covering not only the field of research but also media production and telecommunication.

Problems and Constraints: Although distance education has proven to be very successful in Malaysia, especially at USM, and major problems had been resolved, there remain certain problems with regards to: (1) Rigid regulations imposed upon adult students such as mandatory attendance of the orientation week, tele-tutorials etc.; (2) Production and revision of printed materials due to copyright ownership; (3) Administration of regional study centres; and (4) Limited access to tele-tutorials in certain parts of the country (Sabah and Sarawak).

LIST OF DISTANCE EDUCATION INSTITUTIONS:

1. The Centre for Off-Campus Studies, Universiti Sains Malaysia
2. The Centre for Off-Campus Studies, Mara Institute of Technology*
3. Private distance education institutions.*

*Survey data not available

CENTRE FOR OFF-CAMPUS STUDIES
UNIVERSITI SAINS MALAYSIA

INSTITUTIONAL DATA

Year of Establishment: 1971.

Name of Head: **Associate Professor Qasim Ahmad**
Position: *Director, COCS*
Address: Centre for Off-Campus Studies
Universiti Sains Malaysia
Penang, Malaysia.
Telephone: (04)887812 and (04)877888
Telex: MA 50254
Fax: 604-876000

Nature of institution: Conventional institution with distance teaching department.

Educational levels provided for DE programmes:
1. First Degree
2. Pre-degree
3. Continuing education.

Titles and levels of DE programmes:

Title	*Level*
1. Bachelor's Degree	First degree
2. Foundation Science Certificate	Pre-degree.

Governance: A national non-distance education institution with distance education department.

Objectives:
1. National development
2. Personal development
3. Expansion of educational opportunity
4. Equality of educational opportunity
5. Training of skilled manpower
6. Cost-effectiveness
7. Teacher Education and Training.

Sources of financial support of DE programmes:	*Tuition Fees:* Students are required to pay around US$230-285.00 of tuition charges. *Budget:* Approximate annual budget for distance education of this institution for 1990 was US$1,665,719.00.
Trends of development of DE resources and activities:	*Expanded:* Financial provision Local study centres Telecommunication equipment Study materials and textbooks Teaching force Audio-visual aids. *Decreased:* Face-to-face sessions. *Stable:* Distance education programmes Variety of courses offered Broadcast programmes Library resources. *Not applicable:* None.
Trends of enrollment in DE Programmes:	Increasing.
Number of current DE students:	2,847 (1990).
Number of annual intake of DE students:	Approximately 600-700 annually.
Number of students currently enrolled in each DE level:	1. First degree 2,847 2. Continuing education 180 3. Foundation Science 126
Number of annual DE graduates:	Approximately 260.
Accumulative number of DE graduates:	2,221.

Components of personnel in DE:
1. All faculty members are full-time employees.
2. Faculty members share their work duties between non-distance education and distance education departments.

Number of full-time staff:
Academic: 43
Non-academic: 50
Total: 93.

Number of part-time staff: 229 (Part-time tutors, lab assistants, and clerks).

Number of Courses and programmes:
Number of courses offered: 125.
Number of programmes offered: 12.

Production of teaching materials/media: Teaching materials and media are produced by staff members of the University. They are written in modular forms or in interactive manners. The learning materials are checked by an instructional designer, a subject matter expert and an editor.

Regional/Study Centres: Available in 11 regional study centres run by Part-time Resident Tutors. The sources of financial support are from the University. Major functions of these centers are providing tele-tutorial, examinations, library and laboratory facilities.

Overall student Profile:

Age distribution:

Years:	(%)
Under 21	00.5
Between 21-30	29.0
Between 31-40	70.0
Between 41-50	00.5
Between 51-60	-
Over 61	
Total:	100.0

Gender distribution:

Sex:	(%)
Male	80.0
Female	20.0
Total:	100.0

Income Level:

Level:	(%)
Top	20.0 (MYR 1,500)
Middle	60.0 (MYR 1,000)
Bottom	20.0 (MYR 900)
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	63.5
Rural	36.5
Total:	100.0

Occupational and Ethnic Composition of DE Students:

Ethnic Composition: Malay 51%, Chinese 39%, Indian 9%, and 1% of others.

Occupational distribution:	(%)
School teachers	60.0
Administrators/management Personnel	16.0
Clerks	09.0
Self-employed	04.0
Others	11.0
Total:	100.0

Future development:

Possible distance education development in the next 5-10 years are:
1. Improve current practices/policies
2. Offer new programmes, probably of a professional and technical nature such as engineering.

Major obstacles for implementing distance education:

1. Financial
2. Staffing.

Affiliation with regional and international DE organizations:

None.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

List of Programme:
1. Bachelor's Degree.

PROGRAMME I: *BACHELOR'S DEGREE PROGRAMMES*

Level: First degree.

Titles of programmes offered in this level:
1. Bachelor of Arts (B.A)
2. Bachelor of Science (B.Sc).

Courses of instruction:

Humanities:
- History
- Geography
- Literature.

Physical Sciences:
- Chemistry
- Physics.

Biological Science and Technology:
- General Biology and life sciences.

Mathematics:
- Mathematical sciences
- Statistics.

Social Sciences:
- Economics
- Sociology and Anthropology
- Political Science.

Length of course:
Minimum number of study hours per week per course: 5.
Total number of weeks per course: 40.
Total number of courses making up programmes: 27-37 (30-40).

Media and methods:
Most dominant:
Printed correspondence texts.
Dominant:
Face-to-face tutoring
Tutoring via audio-teleconferencing
Practical work
Study centres
Longer residential school
Counselling via mailing
Counselling by telephone.

Least dominant:
Face-to-face counselling
Audio-graphs
Video-cassettes
Radio
Audio-vision
Audio-cassettes.

Language of instruction: Bahasa Malaysia (Malay language).

Admission requirements:
1. Completed GCE 'O' Level for Foundation Science
   'A' Level for Degree programmes
2. Meet a minimum required age level of 21 years
3. Be a citizen of the country
4. Get written permission from his/her employer.

Number of students: 2,847

Annual intake of DE students: Approximately 600-700.

Evaluation:

Continuous assessment:
1. Written assignments for submission
2. Written regular tests
3. Attendance at the local study centre.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: School teachers are normally promoted upon graduation.

Profile of students in this level:

By Educational Background: Data not available.

By Employment:	(%)
Full-time public employees:	70.0
Full-time private employees:	30.0
Total:	100.00

By types of career: Data not available.

By gender:		(%)
	Male:	80.0
	Female:	20.0
	Total:	100.00

Acceptance of certificate, diploma, and degree: Accepted. Students spend their last year on campus and obtain the same degree as other conventional students.

DISTANCE EDUCATION IN THE REPUBLIC OF MALDIVES

COUNTRY PROFILE: *The Republic of Maldives is a group of coral islands in the Indian Ocean, located 670 km southwest of Sri Lanka consisting of some 26 natural atolls grouped into 19 administrative areas called "Atolls". Out of 1,190 islands, 202 are inhabited. Male is the capital and the centre of political, social, and commercial life of the Maldives.*

Economy, Population and Demography: With a free market economy, the main economic sectors are tourism, fishing, agriculture. and small industries. The country is progressing well under its national development plans. The Gross Domestic Product is Rufiya 623.3 million and is growing at 7.06% per annum. The income per capita is Rf.3,278.

The Maldivians hold Islamic faith, and use the Dhevehi language. The population is 195,100; 101,134 males and 93,966 females. The annual growth rate is 3.5% with the average density of more than 650 per sq.km.

Languages of Instruction: English is used in the Capital of Male, and Dhevehi in Atolls and the islands.

Educational System: Dual educational systems: traditional education system and modern English medium system. The newly conceived unified educational system is five 5) years primary education; two(2) years upper primary education or mid school; three(3) years Lower Secondary Education leading to GCE "O" Level; and two(2) years Upper Secondary School preparing for GCE "A" Level. There is no institution of higher learning. The literacy rate is 93.25%.

Communication Infrastructure: Existing communication infra-structure includes (1) radio broadcast, both AM and FM and radio communication; (2) TV broadcast in PAL-B system in Male, and (3) telephone link via micro-wave from Male to various Atolls. There are no official transports and postal services from Male to other Atolls. The transportation and postal services are operated by the private sector.

OVERVIEW OF DISTANCE EDUCATION

Distance education in the Republic of Maldives is in the initial stage. It is provided by the Non-Formal Education Unit, Ministry of Education. One distance education programme in teaching English is being implemented as a pilot project. Also, the project on Distance Education for Non-Formal Education Unit is being prepared out for nation-wide implementation.

Factors Leading the Establishment of DE Programme: (1) A large number of dropouts who need primary and secondary education, (2) "over-age" youth groups who need primary and secondary education, (3) adults and senior groups who need basic education, (4) JSC holders who need to upgrade their academic background at secondary level, (5) "O" level and "A" level graduates or equivalent who need higher, post secondary education, (6) special interest and professional groups who need different types of education to meet their demands and interests, and (7) other programmes to serve community needs.

Year of Establishment: Established as a pilot project in the Distance Education English Course (DEEC) in 1989.

Media for Distance Education: A multi-media approach of distance education instructional media based on printed media, audio materials, face-to-face workshops, and peer groups tutorials.

Sources of Financial Supports: The Distance Education English Course is financed by UNICEF under the Condensed Educational Project through Non-Formal Education Unit, Ministry of Education. The source and forms of financial supports remain unchanged since it was started.

Trends of Development of Distance Education: Increasing especially with the assistance by UNICEF, UNDP, UNESCO and UNFPA to make use of distance education as an alternative approach for non-formal education.

Legal Status: Fully protected by the agreement between the Government of the Republic of Maldives and concerned agencies providing financial supports to distance education programmes.

Aims: 1) To provide education through non-formal education for the various target groups who have not completed any standard, and (2) to provide education and training to special interest groups in order to upgrade their knowledge and skills which will ultimately improve the qualities of their life and their work.

Control and Management: Distance education is to be implemented by the Non-Formal Education Unit, Ministry of Education in close collaboration with other governmental sub-sectors.

Coverage of Distance Education:	Presently, covering a group of selected Atolls. In the future, it is expected to cover nation-wide.
Instructional System:	A multi-media approach of distance education instructional media based on printed media, audio materials, face-to-face workshops, and peer groups tutorials .
Research Activities:	Only those related to the development of the pilot project on Distance Education English Course are being conducted.
Enrollment in Distance Education:	About 300 students in the DEEC programme. In the future, more than 60,000 are expected after the full implementation of distance education programmes.
International Affiliation and Cooperation:	UNICEF, UNDP, and UNESCO, WHO, ILO, and VSO.
Growth and Expansion of Distance Education:	It is quite definite that distance education will grow and expand as it is considered the most promising alternative means for providing mass education.
Problems and Constraints:	Shortage of personnel, lack of communication infrastructure, information system and educational technology infrastructure. public's attitude and persistency to carry on distance education, and insufficient points for the delivery system.
LIST OF DISTANCE EDUCATION INSTITUTIONS:	1. **Distance Education English Course (DEEC)** Non-Formal Education Unit, Ministry of Education.

DISTANCE EDUCATION DIVISION
NON-FORMAL EDUCATION UNIT, MINISTRY OF EDUCATION

INSTITUTIONAL DATA:

Head **Mr. Abdul Sattar Hassen**
Position: *Deputy Director*
Address: Sosun Road, Male
Republic of Maldives.

Nature of institution: A division in the Non-Formal Education Unit, Ministry of Education.

Educational levels Provided for distance education:
1. Primary for children and adults
2. Secondary for children and adults
3. Literacy programmes
4. Training
5. Further education
6. Continuing education.

Title and level of DE programme: *Title:* Distance Education English Course
Level: Primary/Secondary Education.

Governance: A national establishment.

Objectives:
1. Teacher Training
2. Compensatory nature for basic primary education
3. Expansion of educational opportunity
4. Life-long recurrent education for adults
5. Individual vocational development.

Sources of financial support of DE programme: *Tuition and Fees:*
1. International assistance: UNICEF, UNDP/UNESCO, UNFPA
2. Government subsidies.

Budget:
Approximately US$200,000 from international assistance.

Development trends in resources and activities in DE:	Most resources and activities in distance education in the Republic of Maldives are gradually expanding, especially with the full implementation of the UNDP/UNESCO project on Distance Education for Non-Formal Education.
Overall trends of enrollment in DE Programs:	Increasing.
Total number of current DE students:	300.
Total number of annual intake of DE students:	About 100.
Total number of students currently enrolled in each DE level:	About 300.
Number of annual DE graduates:	About 100.
Total number of DE graduates:	About 200.
Major components of the teaching force involved in DE:	A mix of full time and part-time members and volunteers from VSO.
Total number of full-time staff:	2.
Total number of part-time staff:	10-15 at Atoll level.
Number of course and Programme:	*Number of course:* 1. *Number of program:* 1.
Production of Teaching Materials:	A course team consisting of assigned various writers. Course team meets and assigns writers for each unit of teaching materials. The steps are: 1. Design the course outline of teaching materials 2. Design the structure of course materials 3. Appoint writers 4. Provide training on radio/audio script writing 5. Allocate workloads

6. Produce and review draft materials
7. Print materials
8. Conduct training.

Regional/Study Centres: Available.

Number of regional centres: Three regional centres, in Haa-Daal Atoll, Lhaviyani Atoll, and Laamu Atoll.

Operators of regional centres: Heads, Atoll Education Centres.

Sources of financial support: Partly from UNICEF and from the Maldives government.

Major functions of Regional Centres: To set up workshops, provide tutorials and counselling services, and administer the examinations.

Student Characteristics:

Age distribution:

Years:	(%)
Under 21	-
Between 21-30	100.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	50.0
Female	50.0
Total:	100.0

Income Level:

Level:	(%)
Top	-
Middle	100.0
Bottom	-
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	-
Rural	100.0
Total:	100.0

Occupational Distribution: Teachers and Atoll officers.

Ethnic Composition: Homogeneous.

Future plans or possible developments:	In the next 5-10 years, the Republic of Maldives is planning to use distance education as an alternative means for achieving universal primary education and secondary education under the UNDP/UNESCO project. The Non-Formal Education Unit is to be upgraded to be the Department of Non-Formal Education.
Major obstacles for the implementation of distance education:	1. Inadequate communications and transportation infra-structure 2. Inadequate financial supports 3. Shortage of full-time personnel devoted to distance education 4. Insufficient points for the delivery system 5. Public attitude towards distance education is still not positive.
Affiliation with international organizations in DE:	UNICEF, UNDP, UNESCO, VSO, and UNFPA.
PROGRAMME, MEDIA, METHODS OF INSTRUCTION:	List of Programme: Distance Education English Course (DEEC)

PROGRAMME I: *DISTANCE EDUCATION ENGLISH COURSE (DEEC)*

Level:	1. Primary for children and adults 2. Secondary for children and adults 3. Literacy programmes 4. Training 5. Further education 6. Continuing education.
Title given for this educational level:	*Title:* Distance Education English Course *Level:* Primary/Secondary Education
Programme of Instruction:	1. English Language 2. Education and teacher training.
Length of courses:	*Number of study hours:* 2 hours per week per course *Number of weeks:* 10 weeks per course *Number of Courses:* One.
Media and Method:	Most dominant are printed texts, audio-cassettes, radio broadcast, face-to-face tutoring, kits, practical work, regional services, study centre, and training workshop.
Languages of instruction:	Dhivehi in Atolls and islands, and English in the Capital (Male).
Entrance requirements:	1. The student must have completed primary education 2. The student must be a citizen of the country 3. The student must be a current employee (teachers and Atoll officers) 4. The student must be recommended by his/her employer.
Number of students enrolled at this level:	About 300.
Total annual intake of DE students at this level:	About 100.

Evaluation System:

Continuous:
1. Written regular tests
2. Written intermediary examinations
3. Oral intermediary examinations
4. Attendance at regular workshops at the study centres
4. Constant contact with principal advisor/tutor.

Final:
1. Written and oral examinations
2. Attendance at intensive workshops.

Educational and employment arrangements: Students are already employed in various schools and Atoll Education Centres, so they are guaranteed employment upon completing the programme.

Student characteristics:

	Proportion (in %)
By Educational Level:	
Primary:	30.0
Secondary:	70.0
Total:	100.0
By employment:	
Full-time public employees:	100.0
Total:	100.0
By Types of Career:	
In-service trainees (e.g. teachers, nurses, etc):	100.0
Total	100.0

Acceptance of final award, certificate, and degree: After the students have completed the DEEC, they are given certificates of achievement by the Ministry of Education; thus having legal status for future promotion at their place of work.

SURVEY OF DISTANCE EDUCATION IN THE UNION OF MYANMAR

COUNTRY PROFILE

The Union of Myanmar is a country in Southeast Asian bordered by the Peoples' Republic of China, Laos, Thailand, Bangladesh and India. With a total area of 676,577 square kilometres, it has the contiguous frontier of 6157 kilometers and the coastline from the mouth of the Naaf River to Kawthaung of 2229 kilometers. More than half of the land is mountainous, mostly covered with forests. The country is made up of seven states and seven divisions. The capital is *Yangon*.

Economy, Population and Demography:

A socialist economy. The population, estimated to be 40.03 million (1989-90) with an annual growth rate of 1.88 % decreasing from 2.02 % in 1973-83, comprises many nationalities and 135 recognized ethnic groups. The largest nationality is formed by the *Bamas* (68%) living mainly in the lowlands, the rest are *Chins*, *Kachins*, *Kayahs*, *Kayins*, *Mons*, *Rakhines* and *Shans*. The majority of people are Buddhists (85%), while the rest are Christians, Muslims, Hindus or Animists. The literacy rate is 79% for the population aged 15-65 years and 63% for the population aged 65 years and above. The GNP (1988/89) was US$10,071 million with the labour force in agriculture, services/trade, and industries.

Language of Instruction:

English and Myanmar. English was used as medium of instruction prior to 1947. After 1948, educational policy regarding the language of instruction changed twice: (1) By the 1947 constitution, the Myanmar language was declared the national language and medium of instruction but it was not until 1965 that the change was finally achieved when all the schools were nationalized. Also with the enactment of University Law of 1964, the medium of instruction at the university level became Myanmar; (2) Since 1981 when English language proficiency was again considered as an objective of education and to give it greater usage as a medium of instruction. English began to be used for the teaching of subjects (mathematics, physics, chemistry, biology) for the science stream and for economics at the high school level. Also, starting from the academic year 1986/87, English was taught from kindergarten upwards (instead of from the fifth standard). English is also used for the correspondence courses offered by the arts and science universities and their affiliated colleges and also the Institute of Education.

Educational System:

Education in Myanmar enjoys a favourable environment as the people have traditionally given education the highest priority in their lives since the time of King Anawratha (1044- 1077) when Theravada Buddhism became the dominant religion of a unified country. Traditionally, young boys (of Buddhist faith) before the age of twenty enter a monastery as a novice for a period of time during which they are provided with basic functional literacy and numeracy and are introduced to religious teachings through Buddhist scriptures. Girls, when young, also go to monasteries to acquire basic functional literacy and numeracy. Monastic education become less prominent under British rule from 1886-1948. Though the western type of formal education has been adapted and adopted in Myanmar (as in other parts of the world) and monastic schools are no longer part of the formal education system, a type of informal monastic education is still practiced today in urban areas and more so in rural areas. Because of this, people are, by and large, religious and have great respect for education and the culture inherently serves as a very positive foundation for it. Also. as a result of both the monastic tradition and the social welfare emphasis given by post-independence governments, learning and literacy have long been prestigious attributes in Myanmar.

The educational system comprises a five-year Primary school (Kindergarten to Grade 4), 4-year Middle school (Grades 5-8), two-year High school (Grades 9-10), and certificate/degree granting higher education institutions. There are 31,429 primary schools with 11,913 teachers and 5.20 million students; 1,696 middle schools with 47,666 teachers and 1.23 million students; and 722 high schools with 12,754 teachers and 290,862 students. For teacher education, there are 19 institutions (one Institution of Education, four Teacher Training Colleges, and 14 Teacher Training Schools) with 555 instructors and 4,53 students. There 26 institutions of higher learning (six professional institutes, three universities, six degree-granting colleges (4-year), and 11 certificate granting colleges (2-year) with 5,395 academic staffs and 126,900 students. For technical,agricultural and vocational education, there are 64 institutions (10 Government Technical Institutes, seven State Agricultural Institutes, 13 Technical High Schools, nine Agricultural High Schools, three Commercial Schools, six Schools of Home Science, seven Handicraft Schools, seven Machine Repair and Maintenance Schools, and two Fisher Schools) with 2,595 instructors and 11,619 students.

Communication Infra-structure:

All parts of Myanmar are easily accessible, except during the monsoon period from mid-May to mid-October. In 1985, there were 1,126 post offices, 55,936 telephone, 336 telegraph, and 160 telex units. Radio and television broadcasts are also available.

OVERVIEW OF DISTANCE EDUCATION:

Distance education was considered by the Ministry of Education as a viable and economical means of broadening opportunities for a university education--not as a "second chance" for those who cannot follow the normal progression but as an alternative mode to the regular on-campus courses. ("Second chance" courses were already in existence in the form of the External Arts programme conducted by the University of Yangon in the 1960s and phased out in the 1970s; the Workers' College which is affiliated with the University of Yangon and "evening classes" at the University of Mandalay have over the years tried to meet the continuing education needs of those who have left the normal progression stream to work). Presently, three distance education programmes are offered: (1) The Institute of Education's Teacher Education programmes started in 1973/74, and (2)The Department of Higher Education's University Correspondence Course started in 1976, and (2) Primary School Teacher Courses by State Teacher Training Institutions and the Department of Basic Education started in 1978. In 1973/74, a two-year Diploma course in Education by correspondence was offered by the Institute of Education, Yangon, to meet the certification needs of teachers; but it was terminated in 1981/82 and the 2-year Bachelor of Education course was initiated.

The University Correspondence Course was first established in 1976 to provide greater access to ensure equity and to bring about continuous education under the supervision of the Rector of the Arts and Science University, Rangoon (Yangon) and existed as a centralized quasi-government establishment. The centre in Yangon served the distance education needs of the whole country. In 1981, the correspondence course was placed under the Department of Higher Education, Ministry of Education and became a regular governmental establishment. The day-to-day management of university education is, to a certain extent, decentralized with the responsibilities being shared by the three universities and their affiliated colleges: (1) **University of Yangon** (Pathein Degree College, Sittwe Degree College, Workers' College, Hinthada College, and Pyi college; (2) **University of Mandalay** (Magway Degree College, Myitkyina Degree College, Taunggyi Degree College, Lashio College, Monywa College, Meiktila College, Shwebo College, Pakokku College, and Yenangyaung College; and (3) **University of Mawlamyine** (Bago College, Dawei College, and Hpa-an College). The prerequisite for admission to the university correspondence courses of the universities and their affiliated colleges is similar to those required of a student joining the on-campus courses. The correspondence courses offered are for the four areas: (1) Arts, (2) Science, (3) Economics, and (4) Law. The duration for all the courses is five years with the exception of the law course which is for six years.

In 1978, "Distance-Learning-Through-Correspondence course" for non-certificated primary school teachers was established.

The number of primary school teachers accepted was approximately 1000. Since then the number has risen to 2000. The responsibility for this course lies with State Teacher Training Institutions and the Department of Basic Education. The teacher education courses have proved attractive and more effective than the university correspondence courses because the former are integrated with career advancement.

Factors Leading to Establishment of Distance Education Programmes: (1) Needs to provide greater access and equity to higher (or university) education with the enactment of the University Education Law of 1964; (2) Needs of increasing number of students seeking university education in arts and science universities and their affiliated colleges, and (3) Needs to upgrade non-certified school teachers to meet the increasing numbers of primary and secondary schools and students.

Year of Establishment: Since 1973 with the establishment of the "Diploma in Education Course by Correspondence" by the Institute of Education.

Media for Distance Education: A multi-media package comprises (1) Printed materials for correspondence study; (2) Radio broadcasts; and (3) Compulsory "on-campus" attendance during weekends (for science and economics students) or short-term intensive teaching (for arts and law students). With the expansion and improvement of the national network, the use of both television and radio programmes will be increased as components of distance education multi-media packages.

Sources of Financial Supports: From the Government. The University Correspondence Course and funded by the Department of Higher Education, The B.Ed Course by the Institute of Education, and the Primary school teachers' "Distance Learning Through Correspondence Course" by the State Teacher Training Institutions and Department of Basic Education. The annual fees collected from the students are treated as Government revenue. For the University Correspondence Course, the fees are US$55.0 for Arts students and US$60.0 for Science students. Since the academic staff of the universities and colleges undertake the teaching functions, no extra expenditure is incurred for their salaries.

Aims: To provide higher education on a more equitable basis throughout the Union and in the area of education to provide training and certification opportunities for primary teachers and high school teachers. It also aims at providing an opportunity for those who are already employed to continue their education without having to leave their jobs. The rationale for distance education is that it is low-cost as compared to regular, on-campus education and that it ensures a better educated work force which will in turn contribute to national development.

Trends of Development in Distance Education: Since its establishment, university distance education has remained static and, more or less, stagnant. Growth has taken place in the teacher education courses by correspondence. This growth, however, has been quantitative rather than qualitative. Trends of development of distance education are in the areas of technology (vocational and professional), management, administration, business, banking, entrepreneurship, commerce and international trade in order to upgrade manpower for the country's economic and social development.

Legal Status: Fully supported by laws and regulations under the Ministry of Education's Department of Higher Education, Department of Basic Education, and the State Teacher Training Institutions.

Control and Management: The management of the education system (including distance education as part of higher education) is top down, in line with overall government management. The distance education system of Myanmar comprises three main components: (1) **Planning and Management** (approving courses; sanctioning finances; Higher Education budget allocations and adjustments; and providing leadership and supervision) by Ministry of Education's Department of Higher Education under *the Universities Central Council* and *the Council of University Academic Bodies*. Both Councils have control over the University Correspondence courses of the DHE and the B.Ed. Correspondence Course of the Institute of Education as part of higher education is administered by the Department of Higher Education; (2) **Administrative and Academic** by Correspondence Department in individual universities or colleges. The Rector and the Principals are the nominal heads of the Correspondence Departments assisted by heads of administrative and academic sections, depending upon the size of the student population; and (3) **Teaching-learning process** by individual programmes for delivery and evaluation systems.

Instructional System: After registration, students receive distance learning packages and start their studies from learning materials. The learning materials are based on books prescribed for the on-campus courses of Yangon. After studying from printed materials, the students carry the assignments prepared by the staff of the various departments of the University of Yangon, the University of Mandalay, and the Institute of Economics in Yangon for the B.A (Econ.) courses. Following the initial package of books, the students receive a total of 16 assignments, one assignment every fortnight, complete and return them at the same rate. The completed assignments are marked by the academic staff of the universities and colleges and returned to the students. In practice, however, this time frame is almost never adhered to. There are frequent complaints from students in remote areas about the irregular delivery and loss of the assignments.

Geographical coverage: Nation-wide coverage through higher educational institutions in the seven states and divisions.

Research Activities: A few research activities on distance education have been carried out. However, an on-going study is being conducted by UNDP/UNESCO Education Sector Study (Project No. MYA/90/004).

Enrollment and Graduates in Distance Education Programmes: In the academic year 1986/87, the total (nation-wide) enrollment was highest at 105,587 and declined in the academic years 1987/88 and 1991/92.

International Affiliation and Cooperation: ICDE, UNDP, and UNESCO.

Problems and Constraints: (1) Inadequacy of the postal system to handle the high volume of correspondence; (2) Lack of multi-media inputs; (3) Physical facilities are inadequate for storage and dispatch of instructional materials; (4) Insufficient printing facilities to cope with the high quality of printed materials; (5) Declining standards resulting from the use of learning materials not specifically designed for distance education; (6) Shortage of printing paper; (7) Unavailability of micro-computers for record keeping and retrieval information; (8) Absence of a management information system to provide fast and accurate information needed for decision making; (9)Lack of evaluation and regular feedback needed for maintaining standards and initiating growth and improvement; (10) Failure to provide sufficient staff development; and (11) Imposing a 'double load' on academic staff without any incentives.

LIST OF DISTANCE EDUCATION INSTITUTIONS:

1. Department of Higher Education, Ministry of Education
2. Institute of Education*
3. State Teacher Training Institutions and Department of Basic and Education.*

*Survey data not available.

UNIVERSITY CORRESPONDENCE DEPARTMENT
DEPARTMENT OF HIGHER EDUCATION, MINISTRY OF EDUCATION

INSTITUTIONAL DATA

Year of Establishment: 1976.

Name of Head: **Mr. U Win Maung**
Position: *Director-General*
Address: Department of Higher Education
Thaton Road, University Post Office
Yangon, UNION OF MYANMAR.
Telephone: (01)3159.

Nature of institution: Conventional institution with distance teaching departments.

Educational levels provided for DE programmes:
First Degree
Postgraduate (Second degree).

Titles and levels of DE programmes:

Title	*Level*
1. Bachelor of Arts	Undergraduate
2. Bachelor of Arts (Economics)	Undergraduate
3. Bachelor of Science	Undergraduate
4. Bachelor of Law	Undergraduate
5. Bachelor of Education	Postgraduate/ Second degree.

Governance: A national institution.

Objectives:
1. National development
2. Expansion of educational opportunity
3. Equality of educational opportunity
4. Cost-effectiveness
5. Teacher Education and Training.

Sources of financial support of DE programmes:

Tuition Fees:
1. From Government funding
2. The student pays all tuition expenses by himself/herself in the amount of US$90.0 per year.

Budget: Part of Higher Education budget allocated to individual universities.

Trends of development of DE resources and activities: *Expanded:* None.
Decreased:
Telecommunication equipment
Study materials and textbooks
Broadcasting programmes
Audio-Visual Aids
Face-to-face sessions.
Stable:
Financial provision
Distance education programmes
The teaching force
Variety of courses offered.
Not applicable:
Local study centres
Library resources.

Trends of enrollment in DE Programmes: Declining.

Number of current DE students: 78,908 students.

Number of annual intake of DE students: Same as the above.

Number of students currently enrolled in each DE level: Data not available.

Number of annual DE graduates: Data not available.

Accumulative number of DE graduates: Data not available.

Components of personnel in DE: Faculty members share their work duties between non-distance education institutions and distance education ones.

Number of full-time staff: Data not available.

Number of part-time staff: Data not available.

Number of Courses and programmes: Data not available.

Production of teaching materials/media:	Teaching materials and media are produced by faculty members, similar to on-campus courses.
Regional/Study Centres:	Not applicable.
Overall student Profile:	
Age distribution:	Data not available.
Gender distribution:	data not available.
Income Level:	Data not available.
Geographical distribution:	Data not available.
Occupational and Ethnic Composition of DE Students:	*Ethnic Composition*: Bamas 68.0% Minorities 32% (Chins, Kachins, Kayahs, Kayins, Mons, Rakhines and Shans). *Occupational distribution:* Data not available.
Future development:	Infra-structure for distance education.
Major obstacles for implementing distance education:	(1) Lack of infra-structure for distance education; (2) Inadequacy of postal services; (3)Inappropriate curriculum; and (4) Insufficient printing facilities.
Affiliation with regional and international DE organizations:	None.
PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:	List of Programmes: 1. Bachelor's degree.

PROGRAMME I: BACHELOR'S DEGREE PROGRAMME

Level:	Undergraduate.
Courses of instruction:	*Humanities:* History: National/World History Philosophy Psychology. *Languages and literature:* Languages: Myanmar. Literature: National. *Physical Science:* Chemistry Physics. *Biological Science and Technology:* General Biology and life sciences. *Mathematics:* Mathematical sciences. *Law.* *Social Sciences:* Economics Geography.
Length of course:	Five academic years for all programmes.
Media and methods:	*Most dominant:* Printed correspondence texts Tutoring via mail. *Dominant:* Face-to-face tutoring Weekend schools (Science). *Least dominant:* Television Audio-cassettes Audio-vision Radio.
Language of instruction:	English and Myanmar.
Admission requirements:	Before entering the distance education program, the student must have completed basic education and High school.
Number of students:	78,908.

Annual intake of DE students: Data not available.

Evaluation:

Continuous assessment: Written assignments for submission.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: The same as for "on-campus" graduates.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: Data not available.

By types of career: Data not available.

By gender:

	(%)
Male:	48.0
Female:	52.0
Total:	100.00

Acceptance of certificate, diploma, and degree: Accepted as equal to a comparable award given by other non-distance education institutions.

SURVEY OF DISTANCE EDUCATION IN NEPAL

COUNTRY PROFILE

Nepal is a landlocked country with heterogenous physical and ethnic structures. Nepal has an area of 147, 181 Sq. Kms. divided for administrative purposes into 5 Development Regions; 14 zones and 75 districts. Topographically, the country can be divided into 3 major categories: Plain Terai, hills and the Himalayas representing different climatic characteristics and diversities.

Economy, Population and Demography:

Basically a rural-agrarian country with an annual per capita income of about 160 dollars. Out of 19 million population, 42.25 percent live below the poverty line. Geographically, poverty is highest in the hills (50% of the total hill population) followed by the mountains (44%) and the Terai (34.5%). About 92 percent of its population is engaged in agriculture (82.2 % of the rural population and 34.9 % of the urban population are agricultural workers). The under-developed human resource base is an issue that restricts development efforts in Nepal. The country has already implemented six 6-year plans and one 3-year plan. In spite of its 33 year long plan endeavour, Nepal still remained one of the least developed countries.

Language of Instruction:

Nepali. English is used as medium of instruction in some private schools. At the tertiary level, both Nepal and English have been officially permitted to be used as the medium of instruction. In practice, English is preferred as the medium of instruction for teaching technical subjects whereas Nepali is used as the medium of instruction for teaching professional and general subjects.

Educational System:

Educational system in Nepal is 5-5-2-2-2: Five-years primary education for 6-10 age cohort; five-years secondary education for 11-15 age; and six-years higher education. Higher education is categorized into three levels: two-years for the Proficiency Certificate level; two-years for Bachelor's degree; and two-year for Master's degree. Education is under the responsibility of various agencies: National Education Committee (NEC) for formulating educational policies and providing the directives; Ministry of Education and Culture (MOEC) for school level education; Tribhuvan University for technical, professional and general higher education; Mahendra Sanskrit University for classical Sanskrit education; and Council for Technical and Vocational Education for lower level technical and vocational education.

Communication Infra-structure:

Nepal has all types of mass-media: radio, TV, print, postal services, and telephone. *Radio Nepal*, started in the early 1950s, is under the management of the Radio Broadcasting Service Development Committee broadcasting through two short wave and one medium wave frequencies allocating 90 minutes a week for Educational programmes, School Broadcast, and Radio Teacher Training. *Nepal Television (NTV)*, established in 1985 and covering 23 percent of the populated area, transmits its programmes for 4.5 hours out of which half an hour a day is allocated for educational programmes produced by Educational Television (ETV). About 300 community viewing centers (CVCs) were established within the coverage areas of the Kathmandu valley, Central and the Eastern Terai. *Postal service* was established in 1875 first for sending government documents to a few selected places then made public in 1876. *Telephone service* was started in 1913. Telecommunication Department was established in the country in 1959. Since then a number of measures were undertaken to expand the facilities and enhance the efficiency of the telecommunication services in the country.

OVERVIEW OF DISTANCE EDUCATION:

Distance education in Nepal employs the broadcast-based approach. It is used to support teacher training activities only beginning with the use of radio by the College of Education for promoting adult education activities in 1957. Realizing the fact that conventional face-to-face training methods would not be able to meet the demand for trained teachers, the Institute of Education (IOE), Tribhuvan University, introduced a "Teacher Training Through Distance Learning" programme during 1976/77 but was discontinued in 1980 when the Radio Education Teacher Training Project (RETT) initiated in 1978 was launched. RETT was continued in the second phase in 1984 with the introduction of Radio Tuition Programme (RTP) in 1986 for secondary school curiculum, and Basic Teacher Training (BTT) in 1987 as an urgent measure to prepare 80,000 teachers for providing universal primary education to all by the year 2000.

Factors Leading to Establishment of DE Programmes:

The need to upgrade the academic qualification of under-School Leaving Certificates (under-SLC) and to train primary school teachers in remote areas.

Year of Establishment:

1957 with the use of radio for adult education by the College of Education, and 1976/77 with the introduction of Teacher Training through Distance Learning.

Media for Distance Education:

Radio broadcast with Self-Learning Materials and workshops.

Sources of Financial Supports: As the RETT project was started as a joint venture of His Majesty's Government (HMG), Nepal and the United States Agency for International Development (USAID), the sources of financial support for the RETT have been USAID (about 83%; ending in 1990 and the operating cost is borne by HMG (about US$55,035 or 0.12% of the total education budget for 1990/91). For the School Broadcasting Programmes, the government allocated US$19,765, (about 0.04% of the total education budget).

Trends of Development in Distance Education: Presently there is no clear policy on the part of the government regarding the development of distance education in Nepal although it has shown some interest in using mass media as an alternative strategy for extending educational opportunity to the people.
Both the RETT and School Broadcasting Programmes do not have any plan for the expansion of distance education in the near future. For operating the existing distance education programmes, the RETT is generally expanded in terms of DE programmes and local study centers; whereas study material and textbooks, the teaching force, variety of courses offered and broadcasting programme remained stable. Financial provision is decreased. For the School Broadcasting, the financial programme was expanded whereas audio-visual aids were decreased; and distance education programmes, study materials, textbooks, the teaching force and broadcasting programmes remained stable.

Legal Status: No legal status is given to distance education in Nepal. However, the graduates of the BTT course imparted through radio broadcast receive certificates awarded by other agencies imparting the same BTT programme through the conventional face-to-face method.

Aims: To provide tertiary level education in order to ameliorate enrollment pressure on higher education, especially in teacher training.

Control and Management: Distance education in Nepal is a national establishment in the Ministry of Education and Culture (MOEC). The institutional status of distance education in Nepal is confined to a project status or a small section within a traditional establishment: *Radio Education Teacher Training (RETT)* under the Primary Division, and *School Broadcasting* programme under the Curriculum, Textbook, and Supervision Development Center (CTSDC).

The RETT programme is currently run by three different committees: the Policy Committee, the Research Committee and the Examination Committee, all chaired by the Joint Secretary of the Primary Education Division. The School Broadcasting Programme is managed by the Audio-visual Section of the CTSDC.

Instructional Systems:

The instruction system for distance education in Nepal is radio-based varying for different programmes. For the Basic Teacher Training programme administered by the RETT project, there are 150 hours of instruction (120 hours of radio lesson and a 30 hour practical session) with the total of 480 fifteen-minute radio lessons stretched over 240 broadcasts covering all major subjects taught in primary level plus pedagogy. The radio lessons are broadcast six days a week for approximately nine months. Teachers study from a set of Self Learning Materials (SLMs) comprising 1-2 page units corresponding to each of the 480 radio lessons, attend a supporting "Resource Teacher System", once a month to meet with fellow trainees in a group of 25 teachers on average to discuss and clarify issues related to training, and sit in the final examination conducted at the end of each course. Teachers must pass all of seven subjects with 50% marks. Successful teachers are awarded training certificates which entitle them to receive a training allowance (currently Rs. 65 a month) on top of their salaries.

For the School Broadcasting Programme the instructional system is based on textbooks. Each lesson is of 15 minutes' duration.

Research Activities:

Research Activities in distance education are confined to (a)Base-line survey of teachers willing to enroll in RETT; (b)Radio reception; (c) Reactions of participating teachers about the content and quality of programmes; and d) Achievement at the end of the programme. In addition to annual progress reports, there are major evaluation studies of the School Broadcasting Programme and Radio Education Teacher Training.

Geographical coverage:

Limited coverage. The RETT programme is focussed on the districts around Kathmandu to restrict coverage to Radio Nepal's medium-wave reception areas as well as the MOEC allocation of basic teacher training quota in specific districts to be covered by RETT.

Enrollment and Graduates in DE Programmes:

Currently, the enrollment in the RETT is 1,800 and the enrollment in CTSDC is 110,440. The total number of graduates in the RETT is 5,375.

International Affiliation and Cooperation:

Both RETT and School Broadcasting programmes have not so far obtained membership of any international institution. However, both the programmes have received foreign assistance such as from USAID in 1978 for RETT. School Broadcasting Programme has received assistance from USAID, UNICEF, UNESCO and Colombo Plan in the form of equipment, expertise and studio.

Problems and Constraints: (a) Lack of a clear policy and the legal status of distance education; (b) Lack of a comprehensive organizational structure; (c) Lack of adequate technical expertise; (d) Lack of continuous financial support; (e) Lack of a comprehensive plan and a sound vision or direction; (f) Cultural constraints due to multi-ethnicity; and (g) Lack of air time.

LIST OF DISTANCE EDUCATION INSTITUTIONS:

1. Audio-Visual Section, *Curriculum, Textbooks, and Supervision Development Centre*, Ministry of Education and Culture;

2. *Primary Education Division*, Ministry of Education and Culture.

CURRICULUM, TEXTBOOKS AND SUPERVISION DEVELOPMENT CENTRE (CTSDC): AUDIO-VISUAL SECTION

INSTITUTIONAL DATA

Year of Establishment: 1971-72.

Name of Head: **Ms. Nani Hira Kansakar**
Position: *Chief, CTSDC*
Address: Ministry of Education and Culture
Curriculum, Textbooks and Supervision Development Centre
Sano Thimi, NEPAL.
Telephone: 6-10577

Nature of institution: Audio-Visual Section, CTSDC, is a conventional institution with a distance teaching programme: School Broadcast Programme.

Educational levels provided for DE programmes: Complementary to Primary Education.

Titles and levels of DE programmes:

Title	*Level*
1. Social Studies	Grade I, II, III
2. Nepali Language	Grade I, II, III
3. English Language	Grade IV.

Governance: A national establishment within the CTSDC, Ministry of Education and Culture, consisting of Educational Programme Unit and School Broadcasting Unit.

Objectives: The aim of School Broadcasting is mainly to be complementary to regular class-room instruction. Specifically, the objectives are (1) to assist teachers in planning and improving the teaching and learning process, and (2) to assist students in improving their listening skills and in effectively learning the broadcast materials by means of actively participating in the learning process.

Sources of financial support of DE programmes: *Tuition and Fees:*
Distance education is free.

Budget:
Approximate annual budget for distance education of the School Broadcasting programme for 1990 was US$19,765.

Trends of development of DE resources and activities:

A. *Expanded:*
Financial provision.

B. *Decreased:*
Audio-visual aids.

C. *Stable:*
Distance education programmes
Study materials and textbooks
Teaching force
Broadcast programmes

Trends of enrollment in DE Programs: Increasing.

Number of current DE students: Approximately 110,440.

Number of annual intake of DE students: Approximately 110,440 annually.

Number of students currently enrolled in each DE level:

Level of Education	Enrolment Figure
1. Grade I	27,610
2. Grade I	27,610
3. Grade I	27,610
4. Grade I	27,610

Number of annual DE graduates: Not applicable because this programme is complementary to regular class-room instruction.

Accumulative number of DE graduates: Not applicable.

Components of personnel in DE: A mix of full time and part-time faculty members.

Number of full-time staff:
Academic: 12
Non-academic: 3
Total: 15.

Number of part-time staff:

Academic: 6
Non-academic: 1
Total: 7
(Per programme).

Number of Courses and programs:

Number of courses offered: 7.
Number of programmes offered: 1.

Production of teaching materials/media:

1. Teaching materials and media are produced by CTSDC experts
2. The Board decides on policy and producers do the rest of the programme production
3. The stages are: (1) Calculate the number of programmes with the help of subject experts; (2) Prepare, write, edit and finalize the radio scripts; (3) Select artists and assistance; (4) Select music and sound effects; (5) Produce the programme (rehearsal, timing, recording, pre-testing, and re-recording); and (6) Broadcast the programme.

Regional/Study Centers: None.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	100.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	65.0
Female	35.0
Total:	100.0

Income Level: Data not available.

Geographical distribution: Data not available.

Occupational and Ethnic Composition of DE Students:

Ethnic Composition: There are many ethnic groups in Nepal.

Occupational distribution: Data not available.

Future development:

Possible distance education development in the next 5-10 years are:
1. Extension of radio broadcast from the present 19 districts to 75 districts covering 25% of the primary school student population
2. Addition of courses in other subject areas
3. Development of Audio-Visual Exhibit Unit
4. Professional upgrading of technical staff and other personnel
5. Renovation and strengthening capacity of radio studio.

Major obstacles for implementing distance education: Lack of modern recording studio and equipment, training components, manpower, and adequate financial resources.

Affiliation with regional and international DE organizations: None.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION

List of Programmes:
School Broadcasting programme.

PROGRAMME I: *SCHOOL BROADCASTING PROGRAMME*

Level:	Primary education.
Courses or programmes of instruction:	*Languages and literature:* Languages: Nepali and English. *Social Sciences:* Social Studies.
Length of course:	*Minimum number of study hours per week per course:* 15 minutes. *Total number of weeks per course:* 24. *Total number of courses making up programmes:* 7.
Media and method:	*Most dominant:* Radio Kits Day schooling. *Dominant:* Audio-vision. *Least dominant:* Audio-cassettes.
Language of instruction:	Nepali and English.
Admission requirements:	No requirement. Available for children reaching the age level of 6-10 years.
Number of students:	110,440.
Annual intake of DE students:	110,440.
Evaluation system:	
Continuous assessment:	Carried out through school teachers by written assignments for submission and oral intermediary examinations.

Final course assessment:	Carried out by each participating school.
Educational and employment arrangements for graduates:	None.
Profile of students in this level:	*By Educational Background:* 100% primary school children. *By Employment:* Not applicable. *By types of career:* Not applicable. *By gender:* Data not available.
Acceptance of final award:	Not applicable as the CTSDC does not award its own certificate in any form.

RADIO EDUCATION TEACHER TRAINING PROJECT (RETT)
PRIMARY EDUCATION DIVISION, MINISTRY OF EDUCATION AND CULTURE

INSTITUTIONAL DATA

Year of Establishment: 1978.

Name of Head: **Mr. Rameshwor Shrestha**
Position: *Project Chief*
Address: Sano Thimi
Bhakthapur, NEPAL.
P.O. Box 2145.
Telephone: 6-10180

Nature of institution: Distance teaching only.

Educational levels provided for DE programmes: Diploma/Certificate: teacher training.

Title and levels of DE programme:

Title	*Level*
Basic Teacher Training	Primary Education

Governance: A national establishment.

Objectives: *Teacher Education and Training:* For upgrading school teachers' knowledge and skills in new curricula and teaching methods.

Sources of financial support of DE programmes: *Tuition and Fees:*
Free.

Budget:
Approximate annual budget for distance education of this institution for 1990 was US$55,035.00.

Other sources of revenue.
Amount: US$16,394.00
Source: USAID.

Trends of development of DE resources and activities:

Expanded:
Distance education programmes
Local study centers.
Decreased:
Financial provision
Face-to-face sessions.
Stable:
Study materials and textbooks
Teaching force
Variety of courses offered
Broadcast programmes.
Not applicable: None.

Trends of enrollment in DE Programs: Increasing.

Number of current DE students: Approximately 1,800.

Number of annual intake of DE students: Approximately 1,800 annually.

Number of students currently enrolled in each DE level: Basic Teacher Training (Primary school teachers) 1,800

	Under-SLC	SLC Pass
1981/82	1,117	-
1982/83	1,934	-
1983/84	1,285	-
1984/85	1,257	-
1985/86	-	-
1986/87	836	-
1988/89	-	1,590
1989/90	-	1,760

Number of annual DE graduates:

	Under-SLC	SLC Pass
1981/82	1,103	-
1982/83	1,164	-
1983/84	607	-
1984/85	533	-
1985/86	-	-
1986/87	-	-
1988/89	-	1,079
1989/90	-	829
Total:	3,407	1,908

Accumulativenumber of DE graduates: 5,315.

Components of personnel in DE: All faculty members are full-time employees.

Number of full-time staff:
Academic: 17
Non-academic: 27
Total: 44.

Number of part-time staff: None.

Number of Courses and programs:
Number of courses offered: 7.
Number of programmes offered: 1.

Production of teaching materials/media: Teaching materials and media are produced by academic staff appointed by the Project. Teaching materials are produced based on primary curriculum. The production stages are (1) writing scripts, (2) recording, (3) field testing, (4) rewriting and recording, and (5) broadcast.

Regional/Study Centers: Available.

Number of regional and local study centers: 60.

Operators of these centers: These centers are run by secondary school teachers.

Sources of financial support: The sources of financial supports are from RETT project.

Major functions of these centers: Major functions of these centers is to provide tutorial sessions--one resource teacher covers 20-30 trainees.

Overall student Profile:

Age distribution:

Years:	*Proportion (%)*
Under 21	7.0
Between 21-30	59.0
Between 31-40	29.0
Between 41-50	5.0
Between 51-60	-
Over 61	-
Total:	100.0

Gender distribution: Data not available.

Income Level: Data not available.

Geographical distribution: Data not available.

Occupational and Ethnic Composition of DE Students: *Ethnic Composition:* Data not available.

Occupational distribution: Teachers 100.00%

Future development: Possible distance education development in the next 5-10 years is the plan to (1) cover school drop-outs population, (2) provide non-formal education courses such as Population Education, Health, Adult Education, Literacy, Women's Education, and Agriculture, and (3) combine radio programme with correspondence courses.

Major obstacles for implementing distance education: (1) Unclear government educational policy; (2) Inefficient management, coordination, and supervision system; (3) Lack of delegation of administrative power; and (4) Lack of communication systems and services.

Affiliation with regional and international DE organizations: None.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION

List of Programme:
Basic Teacher Training
(Teaching Methods for Primary Teachers)

PROGRAMME I: *BASIC TEACHER TRAINING*

Level:	Teaching certificate Level
Courses or programmes of instruction:	*Educational Studies:* Elementary education: Teaching Methodology.
Length of course:	*Minimum number of study hours per week per course:* 3. *Total number of weeks per course:* 21. *Total number of courses making up programmes:* 7.
Media and method:	*Most dominant:* Radio Study centres. *Dominant:* Printed texts Practical work Face-to-face counselling. *Least dominant:* Face-to-face tutoring.
Language of instruction:	Nepali.
Admission requirements:	Before entering the distance education program, the student must meet the following admission requirements: 1. Be a citizen of the country 2. Be a current employee 3. Get recommendation from his/her employer.
Number of students:	1,800.
Annual intake of DE students:	1,800.

Evaluation system:

Continuous assessment: Attendance at the local study centre

Final course assessment: Written final examinations;

Educational and employment arrangements for graduates: Certificates awarded can be used as (1) the increment of allowances, (2) a criterion for promotion, and (3) As a criterion for permanent status.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment:	(%)
Full-time public employees:	100.0
Full-time private employees:	-
Total:	100.00

By types of career:	(%)
In-service trainees	100.0
(e.g. teachers, nurses):	-
Total:	100.00

By gender: Data not available.

Acceptance of final certificates: The certificate is awarded by Ministry of Education and Cultures; so it is equal to a comparable award given by a non-distance education institution.

SURVEY OF DISTANCE EDUCATION IN NEW ZEALAND

COUNTRY PROFILE

New Zealand is an independent member of the Commonwealth situated in the South Pacific more than 1,000 miles southeast of Australia with the land area of approximately 100,000 square miles (260,000 square kilometres). The country comprises two main islands--the North and the South islands and smaller islands.

Economy, Population and Demography:

A market economy. At an annual increase of 0.8%, the population in 1991 stood at approximately 3.4 million. New Zealand society is becoming increasingly urbanized with only 16% left in rural areas and 84% classified as urban as compared to 32% living in rural areas in 1926. As well as the drift from country to city, there continues to be a strong drift from south to north. Auckland is New Zealand's fastest growing population centre, and accounts for one quarter of the total population. Smaller regional centres, especially those in the South Island, tend to have very limited growth. People of European descent constitute the great majority of New Zealand's population. The minority groups are the Maori (12%), the Pacific Islanders coming mostly from the Cook Islands, Niue, the Tokelaus, Tonga and Western Samoa, the Chinese (both long time residents and new arrivals), and the Indians, mostly from Fiji. During the eighties, small groups of Cambodian and Vietnamese refugees arrived, along with growing numbers of business migrants from Hong Kong.

Language of Instruction:

English. However, the Maori Language is also used in increasing number of primary and secondary schools. A handful of primary and secondary schools now operate in a bi-lingual or exclusively Maori language mode, and at the tertiary level, several small regional institutions are attempting to offer instruction in a bi-lingual mode.

Educational System:

Education in New Zealand is compulsory between the ages of six and 15 but children start school at age five. Many children attend pre-schools which are financially assisted by the Department of Education after which most of them continue on to state primary school. State secondary schools provide general academic education. There are also independent private schools receiving considerable financial assistance from the state and these are subject to Ministry of Education guidelines. There are several universities, agricultural colleges, technical colleges, and community colleges. Since the 1960's, Maori education has received more attention and extra financial assistance has been provided through the Maori Education Foundation to improve the attendance of Maori students.

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Communication Infra-structure: New Zealand has a complete communication infrastructure for print, radio and television broadcasting (New Zealand Broadcasting Corporation), telephone, postal services, fax, computer and telecommunication.

OVERVIEW OF DISTANCE EDUCATION:

Distance education in New Zealand began in 1922 with the establishment of the New Zealand Correspondence School. One of the distinguishing features of DE in New Zealand was that, until very recently, there had been only one major institutional provider in each of the educational sectors: one institution providing DE at the school level, another at the polytechnic level, a third at the university level, and a fourth providing continuing education to teachers at a distance. The history of the development of DE in New Zealand is essentially the history of these four institutions: the New Zealand Correspondence School, the Centre for University Extramural Studies at Massey University, the Advanced Studies for Teachers Unit, and The Open Polytechnic of New Zealand. Since 1990, the fifth significant provider is University Extension at the University of Otago. However, there have been other initiatives besides these five and in the future there may be many more providers of DE in this country.

Factors Leading to Establishment of Distance Education Programmes: (1) Provision of education to rural children in accordance with the 1877 Education Act, as successive governments were unable to build schools accessible to all children; (2) Increasing numbers of adults seeking part-time enrollment who could not attend evening classes; (3) Provision for servicemen to begin or continue their studies towards a technical, vocational, professional, trade and industrial studies through the Army Education and Welfare Service after the conclusion of World War II; (4) Provision of college education to students, especially primary school teachers, living in remote areas; and (5) Need of teaching profession for progressive retraining and upgrading.

Year of Establishment: 1922 by the establishment of the New Zealand Correspondence School.

Media for Distance Education: Media used in DE in New Zealand is (1) print through the postal service, (2) radio through the Radio In Schools programme made available as a public service by the New Zealand Broadcasting Corporation, (3) television by Massey University through the public television network, (4) audio-visual such as "video-letter" by the New Zealand Correspondence School, (5) telecommunications such as the telephone conferencing system via the Otago University's Unitel system and New Zealand Telecom, (6) Computer communications for institutional purposes and limited student teaching such as Massey University's policy on home-ownership of computers, and The Correspondence School's lending of laptop computers to upper primary and junior secondary students and teaching computing courses to senior secondary students, and (7) fax widely employed at the institutional level and limited use to support distance teaching. In addition, ISDN systems are being installed.

Sources of Financial Supports: Sources of DE in New Zealand are mainly from the government budget through the Ministry of Education on the EFTS-based funding and student fees. The annual budget varies from US$640,000 (University Extension's Distance Teaching Unit of Otago University) to US$18 million (The Correspondence School) for 1990. The student fees constituted 10-20% of the total budget.

Trends of Development in Distance Education: Three trends of development are found (1) in the existing DE institutions, improvement and expansion are found in the areas of instructional design and materials preparation, marketing and promoting the available service, integrated management information systems, increasing the choices available to students, and offering advanced level and postgraduate DE courses; (2) more tertiary educational institutions are planning to offer their specialty subjects to a wider, national audience through DE; and (3) conventional higher education institutions are increasing, incorporating DE techniques in their instructional and delivery systems.

Legal Status: Before 1988, DE had developed in New Zealand without any specific enabling legislation. The provisions for pre-school education, primary schooling, secondary schooling, technical education and teacher education were described by subsections within the Education Act meaning that the Correspondence School and the Technical Correspondence Institute had the same legal status as a conventional school and technical institute respectively. Massey University's distance education responsibility is mandated by its Acy of Parliament. Since 1988, a series of major administrative reforms has completely transformed the governance of public education and has had a great impact on DE. The Correspondence School and The Open Polytechnic, set loose from the former Department of Education, now have their own Boards of Trustees. The Board of Trustees was also reconstituted at Massey University. Under the new funding and governance arrangements, all tertiary institutions must stand or fall in a competitive environment. Many smaller tertiary institutions such as regional technical institutions and colleges of education, are being driven to amalgamate with large regional institutions. The new environment encourages diversity and competition among educational providers, and withdraws monopoly protection on DE enjoyed by major institutions; thus laying the ground for other colleges and universities to set up their own DE programmes.

Aims: (1) to provide education to rural children, (2) to offer the opportunity for adults seeking part-time enrollment; (3) to provide the opportunity the servicemen to begin or continue their studies towards technical, vocational, professional, trade and industrial studies under the Army Education and Welfare Service; (4) to provide college education to students, especially primary school teachers, living in remote areas; and (5) to upgrade and retrain members of the teaching profession.

Control and Management: Most DE institutions are governed by a Board of Trustees who appoint executive officers or heads of DE programmes or units depending on whether or not the DE institutions are in a single or dual mode.

In most dual-mode institutions, DE is a unit or programme within the major institution such as the Centre for University Extramural Studies (Massey University), the Advanced Studies for teachers unit (Palmerston North College of Education), or the University Extension (Otago University).

Instructional System: In single-mode DE institutions such as The Correspondence School and The Open Polytechnic, print media, developed by a systematic team approach are used as core media supplemented by face-to-face or telephone tutorials, and interactive communication technology. In dual-mode DE institutions, print media are produced by individual academic staff members supplemented by face-to-face study groups or tutorials, teleconferencing, audio-visual media such as audiotapes, videotapes, slides etc., resource kits. Limited use of broadcast media is found in certain DE institutions, such as The Correspondence School making a continuous use of nation-wide radio broadcast since 1932, and Massey University making use of television programmes via the public network.

Geographical coverage: Nation-wide coverage through major DE providers, namely The New Zealand Correspondence School for primary and secondary education levels, Massey University's Centre for University Extramural Studies for higher education, Palmerston North Teacher's College's Advanced Studies for Teachers Unit for teacher training, The Open Polytechnic New Zealand for vocational and technical education, and Otago University's University Extension for professional development and community education.

Research Activities: Three kinds of research on DE are available: (1) institutional research on various topics such as the nature of the student population, (levels of satisfaction, and on indicators such as student retention), and on communication technologies (costs, options in communications technologies, the effectiveness of the systems for quality assurance, production and delivery), (2) graduate research theses completed on DE available through the ERIC database and similar systems, and (3) more reflective studies of various aspects of DE in New Zealand.

Enrollment and Graduates in Distance Education Programmes:

The total enrollment in New Zealand's DE institutions is approximately 70,000. This comprises 19,529 students at the Correspondence School of which about half are full-time; 15,391 at Massey University; 960 at Otago University; and 1,950 at the Advanced Studies for Teachers Unit of which the great majority are part-time; and some 35,000 course enrollments at the Open Polytechnic of which many would be multiple enrollments. DE student population is mainly European/Pakeha (85.0%) followed by Maori (7.0%) and other minority groups such as Asians, Polynesian, and other races. The number of graduates varies according to the institution. Approximately two thirds of students enrolling for DE courses successfully complete their studies with the dropout rate at 30%.

International Affiliation and Cooperation:

All major DE institutions in New Zealand are members of all or some of national, regional or international organizations such as the Distance Education Association of New Zealand (DEANZ), the Australian and South Pacific External Studies Association (ASPESA), the International Council for Distance Education (ICDE), UNESCO's Asia and Pacific Programme of Educational Innovation for Development (APEID), The Commonwealth of Learning (COL), and the Australasian Association of Distance Education Principals.

Problems and Constraints:

(1) DE institutions, due to the lack of an explicit national policy on DE, are operated within policies designed for conventional institutions and subject to regular assessments by inspectors and reviewers who know a great deal about conventional schools and institution always but not very much about DE; (2) the EFTS-generated funding for DE students at the tertiary level pegged at the lowest cost category discourages the expansion of DE into the applied sciences, medicine, and veterinary studies; (3) competition among DE providers could quickly degrade the economies of scale already achieved by the large DE provider; and (4) difficulties of major DE providers to restructure and modify their structures and systems designed thirty, fifty and more years ago without considerable effort and some trauma.

LIST OF DISTANCE EDUCATION INSTITUTIONS:

1. The New Zealand Correspondence School
2. The Centre for University Extramural Studies, Massey University
3. The Advanced Studies for Teachers Unit, Palmerston North College of Education
4. The Open Polytechnic of New Zealand
5. University Extension, Otago University.

THE NEW ZEALAND CORRESPONDENCE SCHOOL

INSTITUTIONAL DATA

Year of Establishment: 1922.

Name of Head: **Mr. Ormond Tate**
Position: *Director*
Address: Private Bag
Wellington, NEW ZEALAND.

Telephone: (644) 736-841
Fax: (644) 712-2406

Nature of institution: Distance teaching only.

Educational levels provided for DE programmes:

1. Early Childhood Programme
2. Primary Education Programme
3. Secondary Education Programme
4. Individual Programme
5. Adult Open Learning Service.

Titles and levels of DE programmes:

Title	*Level*
1. Early Childhood	Pre-school, 3-4 years old
2. Primary	Junior 1-Form 2, Grade 1-7
3. Secondary	Form 3-7, Grade 8-12 for school age students
4. Individual Programme	Pre-school and school age students and adults
5. Adult Open Learning Service (Special Needs)	Pre-School 0-5 years old, school age 5-18 years old and adults.

Governance: A national establishment.

Objectives: Personal development: For developing individual capacities in order to assist the individual reach his/her personal goals.

Life-long recurrent education: For providing self-education and a continuous learning opportunity in cultural or technological development for adults after basic education.

Compensatory nature: For providing a compensatory education and literacy programs for those who have not received formal basic education.

Expansion of educational opportunity: For expanding educational opportunities for secondary school graduates.

Equality of educational opportunity: For ensuring the right to education in all forms for all citizens.

Other objectives: To support the principles of the Treat of Waitangi in acknowledgement of New Zealand's dual cultural heritage.

Sources of financial support of DE programmes:

Tuition and Fees:

1. Free for school age children in New Zealand who qualify for enrollment for reasons of distance from home to school, prolonged itinerary, or factors such as health or disability affecting a student's ability to attend a local school, or the non-availability of a course or specialist service at a local school. Distance education is also free to the children of New Zealand citizens or permanent residents temporarily resident or travelling overseas where suitable schooling is not available.
2. Students who do not qualify for free education or subsidized fees pay all tuition expenses. These are (1) school age children within New Zealand who are not eligible for enrollment for distance or other reasons and who, if they are under 15 years of age, gain exemption from other schooling by the Ministry of Education, (2) students who are living in New Zealand but who are not New Zealand citizens or permanent residents, and (3) students overseas who are not eligible for free tuition. Fees vary according to levels:

Level	Fees plus postage in US$
Primary:	
Full Course:	
Junior 1-Standard 4	1,543.75
Form 1-2 (Grade 6-7)	1,825.0
Single Subjects:	
Language Junior 1-2, Standard 1 (New entrants-Grade 5)	1,206.25
Language Standard 2-3 (Grade 3-4)	1,262.50
Language Standard 4, Form 1-2 (Grade 5-7)	1,090.75
Mathematics Junior 1-Form (New entrants-Grade 7)	418.75
Science and Social Studies Standard 4-Form 1-2 (Grade 5-7)	193.75
Home and Family Living Form 1-2 (Grade 6-7)	193.75

Secondary:

Full Course:	
Form 3-5 (Grade 8-10)	1,993.75
Form 6-7 (Grade 11-12)	2,250.00
Single subjects:	
Form 3-5 (Grade 8-10)	418.75
Form 6-7 (Grade 11-12)	475.00.

2. Adult students within New Zealand who are citizen or permanent residents and who are studying part-time courses are required to pay US$43.0 of tuition charges.

Budget:
Approximate annual budget for distance education of this institution for 1990 was US$15.0 mil.

Trends of development of DE resources and activities:

Expanded:
Financial provision
Distance education programmes
Local study centres
Telecommunication equipment
Study materials and textbooks
Teaching force
Variety of courses offered
Broadcast programmes
Audio-visual media
Face-to-face sessions
Library resources.

Decreased: None.
Stable: None.
Not applicable: None.

Trends of enrollment in DE Programs: Increasing.

Number of current DE students: Approximately 22,712.

Number of annual intake of DE students: Approximately 19,527 annually.

Number of students currently enrolled in each DE level:

Level of Education	Enrollment Figure
1. Primary for children	1,000
2. Secondary for children	7,640
3. Secondary for adults	8,855

4. Early Childhood	507
5. Special Needs	633
6. Individual Programme.	892

Number of annual DE graduates: Data not available.

Accumulative number of DE graduates: Data not available.

Components of personnel in DE: A mix of full-time and part-time faculty members.

Number of full-time staff:
Academic: 472
Non-academic: none
Total: 472.

Number of part-time staff:
Academic: 97
Non-academic: none
Total: 97.

Number of Courses and programs:
Number of courses offered: 183
Number of programmes offered: 5

Production of teaching materials/media:

1. Teaching materials and media are produced by teaching staff and resource production staff;

2. The stages are:
I. Planning Process: (1) Set overall priorities for resource development by Curriculum Committee; (2) Review of existing courses and resources; (3) Plan new course proposals for special resources or for standard resources; (4) Request for teacher time and production facilities for resource development; (5) Submit course proposal to Curriculum Committee; (6)Develop detailed resource plan including teaching objectives, ancillary materials, assessment plan, and copy right details; (7) Check development and production schedule monthly.

II. Development Process: (8) Keep unit record of progress through development stages, prepare first draft, and conduct internal edit; (9) Copyright declaration; (10) Evaluate materials on behalf of users (students, school, teachers of the course) by distance teaching adviser, audio adviser, video adviser; (11) Produce masters to be authorized by DTA and HOD/S.

III. Production Process: (12) Advise on layout and art work and draw production briefs; (13) Prepare first draft of production stage for all approved course components; (14) Log in all jobs according to the priorities set by the Manager of Resource Production in consultation with the Manager for Planning and Development; (15) Produce first draft of proposed media: text to word processor operators (first draft), visual briefs to graphic artists (first draft), audio script to audio unit (first mix master), video script to video unit (videotape components before editing), special software products (hard copy draft for editing); (16) Return all components to teaching departments for proofing; (17) Amendments requested and action taken by appropriate section. Components are returned to teaching departments for final proofing; (18) Text and graphics are merged by teaching departments to form final masters; (19) Master checked and approved by Distance Teaching Adviser and Head of Department. Copyright declaration signed by Head of Department; (20) Forward completed masters with Unit/Set record and Copyright declaration to the Manager of Resources Production for technical approval for multiple copying, and (21) Send materials to print.

Regional/Study Centers: Correspondence School Units in regional centres.

Number of regional and local study centers: 10 centres.

Operators of these centers: Run by paid supervisors with support from The Correspondence School staff.

Sources of financial support: From the government (90%) and student fees(10%).

Major functions of these centers: Students work through Correspondence School materials all week. In addition, weekend seminars for secondary students may be held in Auckland, Wellington and Christchurch if there is student demand.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	59.0
Between 21-30	17.0
Between 31-40	12.0
Between 41-50	07.0
Between 51-60	03.0
Over 61	02.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	37.5
Female	62.5
Total:	100.0

Income Level: Data not available.

Geographical distribution:

Areas:	(%)
Urban	20.0
Rural	80.0
Total:	100.0

Occupational and Ethnic Composition of DE Students:

Ethnic Composition:	(%)
European	88.2
Maori	07.3
Asian	02.5
Polynesian	01.3
Others	00.7

Occupational distribution: Data not available.

Future development: Possible distance education development in the next 5-10 years are: (1) Increased use of communication technology in teaching e.g telephone teaching, computer-assisted instruction, development of flexible modular units; (2) Increased students supports; (3) Further development of management information systems and student information systems; and (4) Introduction of a Business unit to market course, resources, and skills, nationally and internationally.

Major obstacles for implementing distance education:

(1) Government funding restrictions
(2) Lack of any government policy on distance education.

Affiliation with regional and international DE organizations:

DEANZ (Distance Education Association of New Zealand
ICDE (International Council for Distance Education)
UNESCO/APEID(United Nations Educational, Scientific, and Cultural Organization/Asian Programme of Educational Innovation and Development)
AADEP (Australasian Association of Distance Education Principles)
New Zealand Development Group
COL (Commonwealth of Learning).

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION

List of Programmes:

1. Early Childhood Programme
2. Primary School Programme
3. Secondary School Programme
4. Individual Programme
5. Special Needs Programme
6. Adult Open Learning Service.

PROGRAMME I: *EARLY CHILDHOOD PROGRAMME*

Level: Early Childhood.

Courses or programmes of instruction: Early Childhood.

Length of course: *Minimum number of study hours per week per course:* Not applicable.

Total number of weeks per course: Not applicable.

Total number of courses making up programmes: 1 course.

Media and method: Parents are sent information sheets on developmental play activities and guided learning experiences which form a regular part of early childhood programmes within New Zealand. They are also sent information on child development and parental skills. The information is accompanied by the materials to use with children-books, puzzles, games, tapes, art materials, etc.
Most dominant:
Tutorial via mailing
Face-to-face counselling
Practical work
Materials (e.g. books, puzzles, games etc.).
Dominant:
Printed texts
Audio-cassettes
Kits
Resident teachers.
Least dominant:
Radio.

Language of instruction: English.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:

1. Reaching the age level of three years

2. Living within New Zealand and meeting the Ministry of Education enrollment policy criteria: distance, medical and itinerary.

Number of students: 507 (roll ceiling-a waiting list exists).

Annual intake of DE students: 254 (new enrollments to July 1, 1991).

Evaluation system:

Continuous assessment: Carried out by constant contact with resident teachers. Teachers work closely with parents for assessment of the learners' progress. Parent feedback and the assessment of the learner's art work and graphic work provides guidance for the continuing programme of the learner.

Final course assessment: Not applicable.

Educational and employment arrangements for graduates: Not applicable.

Profile of students in this level:

By Educational Background:	Proportion (%)
Pre-primary (Ages 6 or under):	100.0
Total:	100.00

By Employment: Not applicable.

By types of career: Not applicable.

By gender: Data not available.

Acceptance of final award, certificate, and degree: No final award is given. The children move on to primary school at age 5.

PROGRAMME II: *PRIMARY SCHOOL PROGRAMME*

Level:	Primary School: Junior Year 1-Form 2 (New entrants - Grade 7).
Courses of instruction:	Integrated Reading/Language/Core Curriculum Primary (English) Language, Science and Art Mathematics Science Social Studies Home and Family Living
Length of course:	*Minimum number of study hours per week per course:* Integrated Reading/Language/Core Curriculum: 15-20 hours Primary (English) Language, Science and Art: 10-16.25 hours Mathematics: 3.25-7.5 hours Science: 2-3.25 hours Social Studies: 2.5-3.25 hours Home and Family Living: 3 hours *Total number of weeks per course:* 41. *Total number of courses making up programmes:* 24.
Media and methods:	*Most dominant:* Printed correspondence texts Tutorial via mailing Kits Practical work Teacher-made audio-cassettes. *Dominant:* Audio-cassettes Face-to-face counselling Resident teachers School days School camps *Least dominant:* Radio and audio-cassettes Correspondent School Units Counselling by telephone Audio-teleconferencing tutoring Telephone tutoring Home visiting Telephone instruction Video tutoring.

Language of instruction: English.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:
1. Meeting a minimum age of five years old
2. Living within New Zealand and meeting the Ministry of Education enrollment policy criteria: distance, medical and itinerary.

Number of students: 1,784 (including students enrolled in Special Needs and Individual Programmes)

Annual intake of DE students: 2,498.

Evaluation system:

Continuous assessment: (1) Written assignments for submission, (2) Written regular tests in Mathematics Standard 2-Form 2, (3) Evaluation of taped reading, (4) Responses and comments from home tutor, (5) Student self-assessment using rating scales, check lists and charts, and (6) Practical work sent in to teacher.

Final course assessment: No formal final assessment.

Educational and employment arrangements for graduates: Not applicable.

Student Profile in this level:

By Educational Background:

	Proportion (%)
Primary:	100.0
Total:	100.00

By Employment: Not applicable.

By types of career: Not applicable.

By gender: (%)

Male:	55.0
Female:	45.0
Total:	100.00

Acceptance of final award, certificate, and degree: No final award is given but primary level Correspondence School students make the usual transition to secondary schooling.

PROGRAMME III: *SECONDARY SCHOOL PROGRAMME*

Level:	Secondary Level: Form 3-7 (Grade 8-12).
Courses of instruction:	Agriculture Horticulture Accountant/Bookkeeping Typing Shorthand-Typing(Pitman 2000) Shorthand History Languages: French, German, Japanese, Latin, Spanish, Maori, and Mandarin Chinese (1992) Literature: English, New Zealand Literature English as a Second Language Fine Art, Chemistry Physics Biology Human Biology Computer Mathematics New Zealand Certificate Mathematics Mathematics with Calculus Mathematics with Statistics Economics Geography Social Studies Society in Focus Home Economics Home and Family Living Embroidery Clothing and Textiles Music and Music Theory Technical Drawing: Graphic and Design Design and Art: Wood Work.
Length of course:	*Minimum number of study hours per week per course:* Form 3-4 (Grade 8-9): 3 hours Form 5 (Grade 10): 5 hours Form 6 (Grade 11): 6 2/3 hours Form 7 (Grade 12): 7 hours.

Total number of weeks per course: 41.
Total number of courses making up programmes: 219.

Media and methods:
Most dominant:
Printed correspondence texts
Tutorial via mailing
Dominant:
Audio-cassettes(for Language, Music and Shorthand typing)
Practical work
Resident teachers
Least dominant:
Radio
Audio-cassettes
Audio-vision
Counselling by telephone
Telephone tutoring
Telephone instruction
Video tutoring
Video-cassettes
Computer assisted learning
Face-to-face tutoring
Tutoring via Audio-teleconferencing
Seminars during weekends
Longer residential school (Form 3-4)
Face-to-face counselling
School days and camps.

Language of instruction: English.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:
1. Must be a citizen of the country; unless paying full fees;
2. Meeting the Ministry of Education enrollment policy.

Number of students: 7,640.

Annual intake of DE students: 9,225.

Evaluation system:

Continuous assessment: (1) Written assignments, and (2) Practical work.

Final course assessment: (1) Written final examinations, (2) Written or Oral Examination, and (3)Final assessment for national qualification may also include percentage of work covered in written assignments or practical work throughout the year.

Educational and employment arrangements for graduates: Not applicable.

Profile of students in this level:

By Educational Background:

	Proportion (%)
Secondary:	100.0
Total:	100.00

By Employment: Not applicable.

By types of career: Not applicable.

By gender:

	(%)
Male:	40.0
Female:	60.0
Total:	100.00

Acceptance of final award, certificate, and degree: Final awards are comparable with those given by conventional institutions. Students in Forms 5-7 sit in national examinations or enter for national qualifications; Form 5 for School Certificate; Form 6 Sixth Form Certificate, and Form 7 University Bursaries/Entrance Scholarships and Higher School Certificate. Success rate is comparable with other schools in New Zealand.

PROGRAMME IV: *INDIVIDUAL PROGRAMME*

Level:	Individual Programme: A support programme for students who have educationally significant disabilities, providing individual courses for pre-school, school age, and adult students. Support is also provided to schools for students with special abilities.
Courses or programmes of instruction:	Basic Mathematics Basic Computing Skills Language Reading Spelling and Word Study Handwriting Basic English.
Length of course:	*Minimum number of study hours per week per course:* 1. *Total number of weeks per course:* depends on the needs of the student. *Total number of courses making up programmes:* 7.
Media and method:	*Most dominant:* Printed correspondence texts Audio-cassettes Tutorial via mailing Kits Supervisor support Pictorial/Visual aids. *Dominant:* Practical work. *Least dominant:* Radio. Telephone instruction Face-to-face tutoring Resident teachers Longer residential schools School days School camps.
Language of instruction:	English.
Admission requirements:	Meeting the Ministry of Education enrollment policy.

Number of students: 892.

Annual intake of DE students: Data not available.

Evaluation system:

Continuous assessment: Carried out by cumulative assessment based on mastery continues throughout the courses in Mathematics. On going assessment to meet the individual needs of students is an integral part of other courses.

Final course assessment: Not applicable.

Educational and employment arrangements for graduates: At secondary school level, school age students may participate in transition schemes to introduce students to career possibilities and to help students' preparation for job seeking.

Profile of students in this level:

By Educational Background:

	Proportion (%)
Pre-school (Age 5 or under):	01.0
Primary(children):	57.0
Secondary:	11.0
Total:	100.00

By Employment: Not applicable.

By types of career: Not applicable.

By gender: Data not available.

Acceptance of final award, certificate, and degree: Not applicable.

PROGRAMME V: *SPECIAL NEEDS PROGRAMME*

Level:	Pre-school (0-5 years) School age (5-13 years).
Courses of instruction:	Based on courses offered at pre-school and primary school levels.
Length of course:	*Minimum number of study hours per week per course:* depends on the needs of the learner. *Total number of weeks per course:* depends on the needs of the student. *Total number of courses making up programmes:* 2.
Media and method:	*Most dominant:* Printed correspondence texts Audio-cassettes Tutorial via mailing Home visiting Counselling by telephone Kits Practical work Support agencies. *Dominant:* Resident teachers. *Least dominant:* Audio-vision Radio Video-cassettes Video tutoring Telephone instruction Telephone tutoring School days School camps.
Language of instruction:	English.
Admission requirements:	1. Must be a citizen of New Zealand, 2. Must have disability including intellectual disability, developmental delay, sensory impairment, multi-disability, physical disability, maladjustment, and autism.

Number of students: 633.

Annual intake of DE students: 644 (Total enrollments to July 1, 1991).

Evaluation system:

Continuous assessment: Carried out according to the long-term goals and the short-term objectives. The Individual Education Plan for each student sets the long-term goals. Then, short-term objectives are set for each posting of work. The care-giver returns an assessment of the learner's achievement of these. There is no formal testing, but the learner's achievement is evaluated by the teacher and care-giver with every set, and there is regular evaluation at intervals of progress towards long-term goals.

Final course assessment: Not applicable.

Educational and employment arrangements for graduates: Not applicable.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: Data not available.

By types of career: Data not available.

By gender: Data not available.

Acceptance of final award, certificate, and degree: Not applicable.

PROGRAMME VI: *ADULT OPEN LEARNING SERVICES*

Level: Secondary for Adults

Courses of instruction:

Agriculture
Horticulture
Accountant/Bookkeeping
You and Your Dollars
Typing
Shorthand-Typing(Pitman 2000)
Shorthand (New Era)
History
Languages: French, German, Japanese, Latin, Spanish, Maori, and Mandarin Chinese (1992)
Literature: English, New Zealand Literature
English as a Second Language
Fine Art: Painting, Lettering
Science
Chemistry
Physics
Biology
Human Biology
Computer
Mathematics
New Zealand Certificate Mathematics
Mathematics with Calculus
Mathematics with Statistics
Economics
Geography
Social Studies
Society in Focus
You and Your Society
Home Economics
You and Your Home
Embroidery
Clothing and Textiles
Music
Music Theory
Music Knowledge
Technical Drawing: Graphic and Design
Design and Craft: Wood Work
Individual programme.

Length of course:
Minimum number of study hours per week per course:
Form 3-4 (Grade 8-9): 3 hours
Form 5 (Grade 10): 5 hours
Form 6 (Grade 11): 6 2/3 hours
Form 7 (Grade 12): 7 hours
Total number of weeks per course: 30.
Total number of courses making up programmes: 141.

Media and methods:
Most dominant:
Printed correspondence texts
Tutorial via mailing
Dominant:
Audio-cassettes
Practical work
Least dominant:
Radio
Telephone instruction
Video tutoring
Video-cassettes
Computer assisted learning
Face-to-face tutoring
Tutoring via audio-teleconferencing
Seminars during weekends
Longer residential school (Form 3-4)
Face-to-face counselling
Telephone counselling.

Language of instruction: English.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:

1. Complete primary school, Form 2 (Grade 7)
2. Must be a citizen of the country; unless paying full fees
3. Meeting the Ministry of Education enrollment policy.

Number of students: 8,865.

Annual intake of DE students: 10,154.

Evaluation system:

Continuous assessment: (1) Written assignments, (2) Written regular tests, and (3) Practical work.

Final course assessment: (1) Written final examinations, (2) Written or Oral Examination, and (3) Final assessment for national qualification may also include percentage of work covered in written assignments or practical work throughout the year.

Educational and employment arrangements for graduates:	Not applicable.
Profile of students in this level:	*By Educational Background:* Not applicable. *By Employment:* Not applicable. *By types of career:* Not applicable. *By gender:* Data not available.
Acceptance of final award, certificate, and degree:	Final awards are comparable with those given by conventional institutions. Students in Forms 5-7 sit national examinations or enter for national qualifications; Form 5 for School Certificate; Form 6 Sixth Form Certificate, and Form 7 University Bursaries/Entrance Scholarships and Higher School Certificate. Success rate is comparable with other schools in New Zealand.*

THE OPEN POLYTECHNIC OF NEW ZEALAND (TOPNZ)

INSTITUTIONAL DATA

Year of Establishment: 1946 as the New Zealand Technical Correspondence Institute and renamed The Open Polytechnic of New Zealand in 1990.

Name of Head: **Shona Butterfield**
Position: *Chief Executive Officer*
Address: Private Bag
Lower Hutt
New Zealand.
Telephone: (644) 666-189
Fax: (644)669-121

Nature of institution: Distance teaching only.

Educational levels provided for DE programmes:

1. Pre-degree
2. Diploma/Certificate
3. Training
4. Further education
5. Continuing education.

Titles and levels of DE programmes: Data not available.

Governance: A national establishment corporated under the Education Act 1989 and its subsequent amendments.

Objectives:

1. Vocational development: For developing individual career and vocational capacities in order to assist the individual find a place in the economy that he/she desires.

2. Life-long recurrent education: For providing self-education and a continuous learning opportunity in cultural or technological development for adults after basic education.

3. Expansion of educational opportunity: For expanding educational opportunities for secondary school graduates.

4. Equality of educational opportunity: For ensuring the right to education in all forms for all citizens.

5. Training of skilled manpower: For providing training of specialists or increasing the educational qualifications of working people by the combination of study and work.

Sources of financial support of DE programmes:

Tuition and Fees:
1. The employer/sponsor who recommends the student to attend distance education pays all tuition expenses for the student
2. The student pays all tuition expenses himself/herself

Budget:
Approximate annual budget for distance education of this institution for 1990 was NZ$27.0 mil (US$16.0 mil).

Trends of development of DE resources and activities:

Expanded:
Financial provision
Distance education programmes
Telecommunication equipment
Study materials and textbooks
Teaching force
Variety of courses offered
Audio-visual aids
Face-to-face sessions
Library resources.
Decreased: None.
Stable: None.
Not applicable:
Local study centres
Broadcast programmes.

Trends of enrollment in DE Programs: Increasing.

Number of current DE students: 39,303.

Number of annual intake of DE students: 33,315.

Number of students currently enrolled in each DE level: Data not available.

Number of annual DE graduates: Data not available.

Accumulative number of DE graduates: Data not available.

Components of personnel in DE: A mix of full-time and part-time staff members.

Number of full-time staff: 500 academic and non-academic.

Number of part-time staff: Data not available.

Number of Courses and programs: Data not available.

Production of teaching materials/media: 1. Teaching materials and media are produced in team by teaching and production staff
2. The stages are: (1) Instructional design; (2) Writing; (3) Evaluation and Editing; (4) Physical Preparation; and (5) Printing and Production.

Regional/Study Centers: To be available from 1992.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 30	50.0
Between 31-60	50.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	65.0
Female	35.0
Total:	100.0

Income Level: Data not available.

Geographical distribution:

Areas:	(%)
Urban	75.0
Rural	25.0
Total:	100.0

Occupational and Ethnic Composition of DE Students: *Ethnic Composition*: European, Maori, Pacific Islanders, Chinese, Indians.

Occupational distribution: Data not available.

Future development: None, except for regular developments of the institution.

Major obstacles for implementing distance education: None.

Affiliation with regional and international DE organizations:
DEANZ (Distance Education Association of New Zealand
ICDE (International Council for Distance Education)
AADEP (Australasian Association of Distance Education Principles)
New Zealand Development Group
IVETA.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION

List of Programmes:
Information not available.

ADVANCED STUDIES FOR TEACHERS UNIT
PALMERSTON NORTH COLLEGE OF EDUCATION

INSTITUTIONAL DATA

Year of Establishment: 1957 as part of the Department of Education
1984 at the Palmerston North College of Education.

Name of Head: **Mrs. Kathy Broadley**
Position: *Director, Advanced Studies*
Address: Private Bag,
Palmerston North, New Zealand.

Telephone: (06)357-9104
Fax: (06)356-9032

Nature of institution: Conventional institution with distance teaching department.

Educational levels provided for DE programmes:
1. Diploma/Certificate
2. Continuing education.

Titles and levels of DE programmes:

Title	*Level*
1. Higher Diploma of Teaching	Diploma
2. Advanced Diploma of Teaching	Diploma
3. Certificate in Adult Learning	Continuing Education
4. Early Childhood Certificate	Continuing Education.

Governance: A national establishment under the Department of Education (now Ministry of Education) in response to the increasing demand for more teachers in the expanding school system to accommodate the "baby boom" children in the decades after World War II. Following its initial decade as part of the Correspondence School, the Teachers Unit was attached to Wellington Teachers College and titled Advanced Studies for Teachers Unit (ASTU). In the early 1980's, the ASTU was moved from Wellington to Palmerston North Teachers College, a regional institution with a close relationship with neigbouring Massey University.

Objectives:

1. Teacher Education and Training: For upgrading school teachers' knowledge and skills in new curricula and teaching methods.

2. Personal development: For developing individual capacities in order to assist the individual reach his/her personal goals.

3. Vocational development: For developing individual career and vocational capacities in order to assist the individual find a place in the economy that he/she desires.

4. Compensatory nature: For providing a compensatory education and literacy programs for those who have not received formal basic education.

5. Equality of educational opportunity: For ensuring the right to education in all forms for all citizens.

6. Training of skilled manpower: For providing training of specialists or increasing the educational qualifications of working people by the combination of study and work.

7. Local cohesion: For supporting and enhancing local community cohesion.

8. Economic development: For collective economic and technical development.

Sources of financial support of DE programmes:

Tuition and Fees:
Students are required to pay NZ$200.0 (US$118.0) of tuition charges.
Budget:
Approximate annual budget for distance education of this institution for 1990 was NZ$2,228,000.00 (US$1,314,000.00).

Trends of development of DE resources and activities:

Expanded:
Telecommunication equipment
Study materials and textbooks
Audio-visual aids
Library resources.
Decreased: None.
Stable:
Financial provision
Distance education programmes
Teaching force
Variety of courses offered
Face-to-face sessions.
Not applicable:
Local study centres
Broadcast programmes.

Trends of enrollment in DE Programs: Declined in 1990 but increased in 1991.

Number of current DE students: 1,950 (all-part-time).

Number of annual intake of DE students: Same as above.

Number of students currently enrolled in each DE level:

Level of Education	Enrollment Figure
1. Continuing Education	550
2. Diploma	1,400

Number of annual DE graduates: Data not available.

Accumulative number of DE graduates: Data not available.

Components of personnel in DE: A mix of full-time and part-time staff members.

Number of full-time staff: Total: 14.5

Number of part-time staff: Not able to specify as much non-academic work is done in full college registry.

Number of Courses and programs:
Number of courses offered: Approximately 60.
Number of programmes offered: 2.

Production of teaching materials/media:
1. Teaching materials and media are produced by contracted staff and internal staff
2. The stages are: (1) Draft received; (2) Edited in house-sometimes moderated externally; (3) Monitored in first year of use.

Regional/Study Centers: None.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 30	20.0
Between 31-40	37.0
Between 41-50	34.0
Over 51	09.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	15.0
Female	85.0
Total:	100.0

Income Level: Data not available.

Geographical distribution: Data not available.

Occupational and Ethnic Composition of DE Students: *Ethnic Composition:* Maori 10%, European (Pakeha) and others 90.0%.

Occupational distribution: Teachers and personnel involved in education.

Future development: Possible development in the next 5-10 years is to merge with Massey University.

Major obstacles for implementing distance education: None.

Affiliation with regional and international DE organizations: None.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

List of Programmes:

1. Diploma of Teaching
2. Certificate in Adult Learning
3. Certificate in Early Childhood Education.

PROGRAMME I-II: *DIPLOMAS OF TEACHING*

Level:	Diploma.
Titles of programmes offered in this level:	1. Higher Diploma of Teaching 2. Advanced Diploma of Teaching.
Courses of instruction:	*Educational Studies:* Educational administration Educational policy analysis and management Language, reading and communication Mathematics education Pre-school education Elementary education Secondary education Adult learning Science education Educational Media.
Length of course:	*Minimum number of study hours per week per course:* 4-5. *Total number of weeks per course:* 30. *Total number of courses making up programmes:* 7 courses per Diploma.
Media and method:	*Most dominant:* Printed correspondence texts. *Dominant:* Audio Vision Video cassettes Tutorial via mailing Practical work Regional services. *Least dominant:* Telephone instruction Telephone tutoring.
Language of instruction:	English.
Admission requirements:	Before entering the distance education program, the student must have a recognized New Zealand teaching qualification.

Number of students: 1,950.

Annual intake of DE students: Data not available.

Evaluation:

Continuous assessment: Carried out by written assignments for submission and constant contact with principal advisor/tutor, and oral assessment in Maori Language courses.

Final course assessment: Carried out by written final examinations.

Educational and employment arrangements for graduates: Salary increment if eligible.

Profile of students in this level:

By Educational Background: Data not available.

By Employment:	(%)
Full-time public employees:	60.0
Full-time private employees:	20.0
Part-time employees:	10.0
Total:	100.00

By types of career:	(%)
In-service trainees (e.g. teachers, nurses):	90.0
Others:	10.0
Total:	100.00

By gender:	(%)
Male:	15.0
Female:	85.0
Total:	100.00

Acceptance of final award, certificate, and degree: The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution.

CENTRE FOR UNIVERSITY EXTRAMURAL STUDIES
MASSEY UNIVERSITY

INSTITUTIONAL DATA

Year of Establishment: 1960.

Name of Head: **Associate Professor Tom Prebble**
Position: *Director*
Address: Private Bag
Palmerston North, New Zealand.

Telephone: 64-06-356-9099
Fax: 64-06-350-5625

Nature of institution: Conventional institution with distance teaching department.

Educational levels provided for DE programmes:
Diploma/Certificate
First Degree
Postgraduate

Titles and levels of DE programmes:

Title	*Level*
1. Certificate/Diploma	Undergraduate
2. Bachelor's Degree	First degree
3. Master's Degree	Postgraduate
4. Postgraduate Diploma	Postgraduate.

Governance: Massey University is a dual mode institution with a distance teaching department developed on the basis of a merging of an Agricultural and a University College, both with regional and national responsibilities. There are eight Faculties: Agricultural and Horticultural Science, Business Studies, Education, Humanities, Science, Social Sciences, Technology, and Veterinary Science.

Objectives: Massey University's aims are to (1) provide education at a standard which enables students to acquire advanced knowledge, understanding, and skills, (2) provide a high quality learning environment for staff and students, (3) provide opportunities for research and scholarship to be freely undertaken, in pursuit of academic excellence, and (4) recognize legitimate student rights and develop student support services and amenities sufficient to meet the needs of its students.

Sources of financial support of DE programmes:

Tuition Fees:
Students are required to pay NZ$246.00 per course or NZ$1,300 for full programme.

Budget:
Approximate annual budget for distance education of this institution for 1990 was US$10 mill.

Trends of development of DE resources and activities:

Expanded: Financial provision
Distance education programmes
Telecommunication equipment
Study materials and textbooks
Teaching force
Variety of courses offered
Audio-visual aids
Library resources.
Decreased: None.
Stable: Face-to-face sessions
*Not applicable:*Local study centres.

Trends of enrollment in DE Programmes: Increasing.

Number of current DE students: 15,290.

Number of annual intake of DE students: 4,000.

Number of students currently enrolled in each DE level:

Level of Education	Enrolment Figure
1. Certificate/Diploma	3,009
2. Bachelor Degree	10,337
3. Master Degree	347
4. Postgraduate Diploma	1,597

Number of annual DE graduates: Owing to the dual mode of teaching, the switching of students between the off-campus and on-campus modes and between NZ universities, and the discontinuous nature of extramural study patterns, the data is not available.

Accumulative number of DE graduates: Approximately 130,000 students have studied by distance at Massey University over the past 30 years.

Components of personnel in DE: Faculty members share their work duties between their contact and distance teaching responsibilities.

Number of full-time staff: Total: 300 academic.

Number of part-time staff: Total: 150 academic.

Number of Courses and programmes: Number of courses offered: 500.
Number of programmes offered: 48 (15 Degrees; 26 Diplomas; and 7 certificates).

Production of teaching materials/media: 1. Teaching materials and media are produced by academic teaching staff, the Centre for Extramural Studies (CUES) staff, and Massey University Printery.
2. The stages: (1) Course structure planned by academic teaching staff in collaboration with Extramural Teaching Resource staff; (2) Word processed to camera ready state *either* by academic course controller or word processing unit of the CUES; (3) materials then forwarded to the University Printery for final printing and binding. (4) Audio cassettes produced by central unit and academic staff, and multiple copied by the Centre; (5) Television programmes produced by academic staff working with Television Production Centre.

Regional/Study Centres: None.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	03.21
Between 21-29	30.68
Between 30-39	36.72
Between 40-49	22.01
Over 50	07.37
Total:	100.0

Gender distribution:

Sex:	(%)
Male	40.54
Female	59.46
Total:	100.0

Income Level: Data not available.

Geographical distribution:

Areas:	(%)
Urban	66.58
Rural	33.42
Total:	100.0

Occupational and Ethnic Composition of DE Students:

Ethnic Composition:	(%)
European/Pakeha	89.23
Maori	04.57
Others	06.20
Total:	100.0

Occupational distribution:	(%)
Private employment	25.94
Public servants	18.55
Teachers	12.68
House-persons	08.13
Nursing	07.62
Unemployed	02.37
Retired	01.35
Self-employed	05.58
Teacher trainees	00.68
Others	15.10
Total:	100.0

Future development: Growing use of interactive telecommunication media especially videoconferencing and computer communication.

Major obstacles for implementing distance education: None.

Affiliation with regional and international DE organizations:
DEANZ (Distance Education Association of New Zealand
ASPESA (Australian and South Pacific External Studies Associations)
ICDE(International Council for Distance Education)

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION

List of Programmes:
1. Bachelor Degree
2. Postgraduate Diploma
3. Master Degree.
4. Certificate/Diploma.

PROGRAMME I: *BACHELOR DEGREE PROGRAMME*

Level: First degree.

Courses of instruction:

Agricultural Sciences:
- Agriculture
- Agricultural engineering
- Veterinary science
- Farming

Architecture and planning:
- Estate and land management
- Town planning and Urban studies.

Commercial and management studies:
- Accountancy/Bookkeeping
- Administration
- Business administration
- Finance
- Management
- Banking
- Real estate
- Marketing
- Personnel
- Industrial relations
- Public administration
- Agricultural business
- Arts management
- Insurance management
- Taxation
- Information systems.

Humanities:
- Contemporary and Cultural studies
- History: New Zealand, Greek, Roman, European, American.
- Philosophy
- Psychology
- Music
- Religious studies.

Languages and literature:
- Linguistics
- Languages: Chinese, French, German, Japanese, Maori, Latin.
- Literature: French, German, Latin, Greek.

Educational Studies:
  Curriculum development
  Educational administration
  Educational policy analysis and management
  Educational psychology
  Child psychology and counseling
  Language, reading and communication
  Mathematics education
  Microelectronics and computer education
  Pre-school education
  elementary education
  secondary education
  Adult learning
  Science education
  Educational technology
  Technology education
  Educational testing and evaluation
  International education
  Open and distance learning
  Multi-cultural education
  Educational history
  Educational philosophy
  Educational sociology
  Educational media
  Special education
  Health education
  Educational guidance and Counselling.
Communications:
  Film
  Television
  Business communication
  Communication media management.
Creative Arts:
  Fine art, Art history.
Engineering and technology:
  Computer technology, programming
  Agricultural engineering.
Physical Science:
  Chemistry
  Electronics, microelectronics
  Food science and technology
  Geological sciences
  Physics.
Biological Science and Technology:
  General biology and life sciences
  Environmental studies
  Genetics
  Molecular biology.

Medical and Health Sciences:
Health studies
Nursing
Public health and administration.
Mathematics:
Computing, Computer science
Information technology
Mathematical sciences
Statistics.
Law: Business Law.
Social Sciences:
Careers guidance and counseling
Economics
Geography
Government and Politics
Social Work
Sociology
Youth and Community studies
Police studies
Rehabilitation studies
Community Work.
Services and Hospitality Science:
Tourism.

Length of courses: *Minimum number of study hours per week per course:* 6.
Total number of weeks per course: 26.
Total number of courses making up programmes: 21-28 courses.
(102-192 credit points for Science, Technology programmes).

Media and methods: *Most dominant:*
Printed correspondence texts
Tutorial via mailing.
Dominant:
Audio-cassettes
Audio Vision
Video-cassettes
Video tutoring
Face-to-face tutoring
Face-to-face counselling
Practical work
Regional services
Weekend schools
Longer residential school
Field visiting
Kits
Counselling by telephone
Tutoring via computer conferencing
Audio-teleconferencing

Telephone tutoring
Computer conferencing
Computer assisted instruction
Telephone instruction
Television programmes.
Least dominant: None.

Language of instruction: English.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:

1. Completed secondary school
2. Reached the age level of 20 years
3. Be a New Zealand citizen or residents.

Number of students: 10,337.

Annual intake of DE students: Approximately 3,000.

Evaluation:

Continuous assessment: (1) Written assignments for submission, and (2) Written regular tests.

Final assessment: (1) Written final examinations, (2) Oral final examinations, and (3) Written and oral examinations.

Educational and employment arrangements for graduates: None.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: Data not available.

By types of career: Data not available.

By gender: Data not available.

Acceptance of certificate, diploma, and degree: The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution.

PROGRAMME II: *POSTGRADUATE DIPLOMA PROGRAMME*

Level: Postgraduate.

Courses of instruction:

- *Commercial and management studies:*
  - Business administration
  - Banking
  - Ergonomics
- *Humanities:*
  - History: New Zealand, Pacific, Greek, Roman, European, American
  - Philosophy
  - Psychology
  - Maori studies
  - Religious studies.
- *Languages and literature:*
  - Linguistics
  - Languages: English, French, German, Japanese
- *Educational Studies:*
  - Pre-school education
  - Educational technology
  - Open and distance learning
  - Multi-cultural education
  - Special education
  - Health education
  - Guidance studies
- *Communications:*
  - Media studies.
- *Engineering and technology:*
  - Industrial production
- *Physical Science:*
  - Chemistry
  - Food science and technology
  - Physics.
- *Biological Science and Technology:*
  - General biology and Life sciences
  - Applied biology
  - Genetics
- *Medical and Health Sciences:*
  - Nursing
  - Public health and administration
  - Health service management.

Mathematics:
    Computing, Computer science
    Information technology
    Mathematical sciences
    Statistics.
Social Sciences:
    Economics
    Geography
    Social work
    Sociology
    Development studies
    Women's studies
    Civil defense.

Length of courses: *Minimum number of study hours per week per course:* 6 hours.
Total number of weeks per course: 26 weeks.
Total number of courses making up programmes: Approximately 6.

Media and methods: *Most dominant:*
Printed correspondence texts
Tutorial via mailing.
Dominant:
Audio-cassettes
Audio Vision
Video-cassettes
Video tutoring
Face-to-face tutoring
Face-to-face counselling
Practical work
Regional services
Weekend schools
Longer residential school
Field visiting
Kits
Counselling by telephone
Tutoring via computer conferencing
Audio-teleconferencing
Telephone tutoring
Computer conferencing
Computer assisted instruction
Telephone instruction
Television programmes
Home-based computer guided by electronic mail to tutor.
Least dominant: None.

Language of instruction: English.

Admission requirements:	Before entering the distance education program, the student must meet the following admission requirements: 1. Completed degree, approved diploma or equivalent, 2. Be a New Zealand citizen or residents, 3. Having approved work experience.
Number of students:	1,597.
Annual intake of DE students:	Data not available.
Evaluation:	
Continuous assessment:	(1) written assignments for submission, (2) written regular tests, and (3) written intermediate examinations.
Final assessment:	(1) written final examinations, (2) Oral final examinations, and (3) written and oral examinations.
Educational and employment arrangements for graduates:	None.
Profile of students in this level:	*By Educational Background:* Data not available. *By Employment:* Data not available. *By types of career:* Data not available. *By gender:* Data not available.
Acceptance of certificate, diploma, and degree:	The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution.

PROGRAMME III: *MASTER DEGREE PROGRAMME*

Level: Postgraduate.

Courses of instruction:
Commercial and Management Studies:
  Accountancy/Bookkeeping
  Administration
  Business administration
  Management
  Marketing
  Public administration
  Human resource development.
Educational Studies:
  Curriculum development
  Educational administration
  Language, Reading and Communication
  Educational media
  Professional development
  Educational guidance and counselling.
Mathematics:
  Mathematical sciences.
Social Sciences:
  Social work
  Development studies.

Length of courses:
Minimum number of study hours per week per course: 6.
Total number of weeks per course: 26.
Total number of courses making up programmes: Approximately 6.

Media and methods:
Most dominant:
Printed correspondence texts
Tutorial via mailing.

Dominant:
Audio-cassettes
Audio Vision
Video-cassettes
Video tutoring
Face-to-face tutoring
Face-to-face counselling
Practical work

Regional services
Weekend schools
Longer residential school
Field visiting
Kits
Counselling by telephone
Tutoring via computer conferencing
Audio-teleconferencing
Telephone tutoring
Computer conferencing
Computer assisted instruction
Telephone instruction
Television programmes
Home-based computer guided by electronic mail to tutor.
Least dominant: None.

Language of instruction: English.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:

1. Completed degree approved diploma or equivalent,
2. Be a New Zealand citizen or residents,
3. Having approved professional experience where appropriate.

Number of students: 347.

Annual intake of DE students: Data not available.

Evaluation:

Continuous assessment:

1. written assignments for submission
2. attendance of regular workshops/seminars at a specified institution.

Final assessment:

1. Written final examinations
2. Oral final examinations
3. Written and oral examinations
4. complete Thesis or research paper.

Educational and employment arrangements for graduates: None.

Profile of students in this level:	*By Educational Background:*Data not available. *By Employment:* Data not available. *By types of career:* Data not available. *By gender:* Data not available.
Acceptance of certificate, diploma, and degree:	The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution.

PROGRAMME IV: *CERTIFICATE PROGRAMME*

Level: Undergraduate.

Courses of instruction:

Agricultural Science:
- Wool handling.

Commercial and Management Studies:
- Accountancy/Bookkeeping
- Business administration
- Finance
- Banking
- Real estate
- Management
- Marketing
- Personnel
- Industrial relations
- Accounting for secondary teachers
- Agribusiness
- Arts management
- Aviation studies
- Insurance management
- Taxation.

Humanities:
- History: New Zealand, Greek, Roman, European, American
- Philosophy
- Psychology
- Music
- Religious studies
- Maori studies
- Classical studies.

Languages and literature:
- Linguistics
- Languages: Chinese, French, German, Japanese, Maori, Latin.
- Literature: French, German, Latin, Greek.

Communications:
- Film studies.

Creative Arts:
- Fine art, Art history.

Engineering and technology:
- Computer technology, programming

Physical Science:
- Chemistry
- Electronics, microelectronics
- Food science and technology
- Physics
- Polymer and plastics science and technology.

Biological Science and Technology:
- General biology and life sciences
- Environmental studies
- Genetics
- Molecular biology

Medical and Health Sciences:
- Nursing.

Mathematics:
- Computing, Computer science
- Information technology
- Mathematical sciences
- Statistics.

Social Sciences:
- Geography
- Social work
- Police studies
- Rehabilitation studies
- Community Work.

Length of courses: *Minimum number of study hours per week per course:* 6 hours.
Total number of weeks per course: 26 weeks.
Total number of courses making up programmes: Approximately. 7-14 papers or 39-49 credit points.

Media and methods: *Most dominant:*
Printed correspondence texts
Tutorial via mailing.

Dominant:
Audio-cassettes
Audio Vision
Video-cassettes
Video tutoring
Face-to-face tutoring
Face-to-face counselling
Practical work
Regional services
Weekend schools
Longer residential school
Field visiting
Kits
Counselling by telephone

	Tutoring via computer conferencing Audio-teleconferencing Telephone tutoring Computer conferencing Computer assisted instruction Telephone instruction Television programmes Home-based computer guided by electronic mail to tutor. *Least dominant:* None.
Language of instruction:	English.
Admission requirements:	1. Completed secondary school to university entrance 2. Be a New Zealand citizen or residents aged 20 years or above 3. Having approved professional experience where appropriate.
Number of students:	3,009
Annual intake of DE students:	Data not available.
Evaluation:	
Continuous assessment:	1. Written assignments for submission 2. Written regular test.
Final assessment:	1. Written final examinations 2. Oral final examinations 3. Written and oral examinations 4. Complete Thesis or research paper.
Educational and employment arrangements for graduates:	None.
Profile of students in this level:	*By Educational Background:* Data not available. *By Employment:* Data not available. *By types of career:* Data not available. *By gender:* Data not available.
Acceptance of final awards:	The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution.

UNIVERSITY OF OTAGO: UNIVERSITY EXTENSION

INSTITUTIONAL DATA

Year of Establishment: 1963.

Name of Head: **Lorraine Isaacs**
Position: *Director*
Address: P.O Box 56
Dunedin, New Zealand.

Telephone: (03) 479-8434
Fax: (03) 477-5003

Nature of institution: Conventional institution with distance teaching department.

Educational levels provided for DE programmes:

1. Diploma/Certificate
2. Postgraduate
3. Training
4. Community education.

Titles and levels of DE programmes:

Title	*Level*
1. Diploma and Certificate in Humanities Theological Studies Sport Studies	Undergraduate
2. Certificate in Western Music Studies Theory and Practice of Social Work Fitness Management	Undergraduate
3. Diploma in Education (Mathematics) Occupational Health Practice	Undergraduate
4. Postgraduate Diploma in Science(Biotechnology) Science(Community Nutrition) Aviation Medicine Musculoskeletal Medicine Clinical Dentistry Hospital Pharmacy Pharmacy Practice.	Postgraduate

5. Master Degree in — Postgraduate
    Pharmacy(Clinical Pharmacy)
    General Practice
    Pharmacy Practice.
6. Stage I Geology

Governance: A regional university institution with a distance education department drawing on resources of teaching departments.

Objectives:
1. Vocational development
2. Life-long recurrent education
3. Personal development
4. Equality of educational opportunity
5. Training of skilled manpower.

Sources of financial support of DE programmes:

Tuition Fees:
1. Students are required to pay $NZ246 per course or NZ$1,300 for a full-time course.
2. Equivalent full time student funded by government.

Budget: Data not available.

Trends of development of DE resources and activities:

Expanded:
Financial provision
Distance education programmes
Telecommunication equipment
Study materials and textbooks
Teaching force
Variety of courses offered
Audio-visual aids
Library resources.

Decreased: None.

Stable:
Face-to-face sessions.

Not applicable:
Local study centres
Broadcast programmes.

Trends of enrollment in DE Programmes: Increasing.

Number of current DE students: 1,247 (all part-time).

Number of annual intake of DE students: Data not available.

Number of students currently enrolled in each DE level:

1. Master Degree	104
2. Postgraduate Diploma	108
3. Diploma/Certificate	699
4. Stage I	31
5. Bachelor Degree	5

Number of annual DE graduates: Approximately 40 (First graduates).

Accumulative number of DE graduates: Same as the above.

Components of personnel in DE: Faculty members share their work duties between non-distance departments and the distance education department (both academic from the various teaching department and non-academics from the University Extension).

Number of full-time staff: Total: 11 (Non-academic).

Number of part-time staff:
Academic: 11
Non-academic: 8
Total: 19.

Number of Courses and programmes:
Number of courses offered: 18
Number of programmes offered: 2.

Production of teaching materials: Teaching materials and media are produced by academic staff.

Regional/Study Centres: None.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	01.9
Between 21-30	22.3
Between 31-40	36.4
Between 41-50	27.2
Between 51-60	09.3
Over 61	02.9
Total:	100.0

Gender distribution:

Sex:	(%)
Male	40.8
Female	59.2
Total:	100.0

Income Level:

Level:	(%)
Top	Data not available.
Middle	
Bottom	
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	Data not available.
Rural	
Total:	100.0

Occupational and Ethnic Composition of DE Students: *Ethnic Composition:* Data not available.

Occupational distribution: Data not available.

Future development: Possible distance education developments in the next 5-10 years are (1) technological improvements, and (2) increased range of courses offered.

Major obstacles for implementing distance education: Inadequate financial support.

Affiliation with regional and international DE organizations:

DEANZ
ICDE
ASPESA.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION

List of Programmes:

1. Postgraduate Diploma Programme
2. Master Degree Programmes.
3. Diploma and Certificate Programmes.

PROGRAMME I-II: *POST GRADUATE DIPLOMA AND MASTER DEGREE*

Level: Postgraduate.

Courses of instruction:
Physical Science:
- Community nutrition.

Biological Science and Technology:
- Biotechnology.

Medical and Health Sciences:
- Aviation medicine
- Musculoskeletal medicine
- General practice
- Clinical dentistry
- Clinical pharmacy
- Hospital pharmacy
- Pharmacy practice.

Length of course:
Minimum number of study hours per week per course: 15-30.
Total number of weeks per course: 4-8.
Total number of courses making up programmes: Data not available.

Media and methods:
Most dominant:
Printed correspondence texts
Tutoring via audio-teleconferencing
Dominant:
Audio Vision
Audio-cassettes
Longer residential school.
Face-to-face tutoring
Practical work
Kits
Counselling by telephone.
Least dominant:
Audiographics.
Video-cassettes
Face-to-face tutoring.

Language of instruction: English.

Admission requirements:
1. Completed minimum requirement according to each programme
2. Reaching the age level of 20 years
3. Be a citizen of the country.

Number of students: 711.

Annual intake of DE students: Data not available.

Evaluation:

Continuous assessment:

1. Written assignments for submission
2. Attendance of regular workshops/seminars at the other institution
3. Practice visits for Health Professionals.

Final assessment:

1. Written final examinations
2. Final take-home assignments.

Educational and employment arrangements for graduates: Access to career advice if required.

Profile of students in this level:

By Educational Background: Data not available.

By Employment: Data not available.

By types of career: Data not available.

By gender: Data not available.

Acceptance of certificate, diploma, and degree: The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution.

PROGRAMME III: *DIPLOMA AND CERTIFICATE PROGRAMMES*

Level: Diploma/Certificate.

Courses of instruction:

Humanities:
  - Philosophy
  - Humanities
  - Theology.

Creative Arts:
  - Western music studies.

Medical and Health Sciences:
  - Occupational health practice.

Mathematics:
  - Mathematics
  - Statistics.

Social Sciences:
  - Social work.

Services:

Recreation and sport
Fitness management.

Length of course:

Minimum number of study hours per week per course: 15-30.
Total number of weeks per course: 4-8.
Total number of courses making up programmes: Data not available.

Media and methods:

Most dominant:
Printed correspondence texts
Tutoring via audio-teleconferencing
Longer residential school.
Dominant:
Face-to-face tutoring
Practical work
Kits
Counselling by telephone.
Least dominant: Audiographics.

Language of instruction: English.

Admission requirements:

1. Completed first degrees
2. Reaching the age level of 20 years
3. Be a citizen of the country.

Number of students:	235.
Annual intake of DE students:	Data not available.
Evaluation:	
Continuous assessment:	1. Written assignments for submission 2. Attendance of regular workshops/seminars at the other institution 3. Practice visits for Health Professionals.
Final assessment:	1. Written final examinations 2. Oral final examinations 3. Written and oral examinations.
Educational and employment arrangements for graduates:	Access to career advice if required.
Profile of students in this level:	*By Educational Background:* Data not available. *By Employment:* Data not available. *By types of career:* Data not available. *By gender:* Data not available.
Acceptance of certificate, diploma, and degree:	The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution.

DISTANCE EDUCATION IN THE ISLAMIC REPUBLIC OF PAKISTAN

COUNTRY PROFILE

The Islamic Republic of Pakistan came into existence on August 14, 1947 as a result of the division of former united India into two parts. With its capital in Islamabad, it has an area of about 7,96,000 sq.km. It is surrounded by India in its East, China and Russia in its North, and Afghanistan and Iran in its West. The Arabian Sea lies in its South.

Economy, Population and Demography: Market economy; agriculture as the mainstay. Estimated 113.78 million (1991) with the annual growth rate of around 3.1%. About 72% of the population lives in rural areas and 42% of the urban population lives in the four major cities, Karachi, Lahore, Faisalabad and Rawalpindi/Islamabad.

Languages of Instruction: The national language, *Urdu*, is used for most levels; English for Master's level, and regional languages such as Sindhi, Pushto, and Panjabi for a basic level like that of literacy and even at the pre-literacy level.

Educational System: Basically, education is considered as a provincial subject with policy, planning and coordination as the major responsibilities of the Federal Government. There are both formal and distance education: pre-primary, primary schools (I-V); the middle (VI-VIII), high (IX-X) schools, post-secondary, and higher education. The distance education system such as in the Allama Iqbal Open University (AIOU) also operates at the federal and the provincial level. The Literacy rate is around 30%.

Communication Infra-structure: Pakistan has a complete communication infra-structure of radio, television, postal service, and telephone. Radio and TV reach 96/87 per cent of the population and 88/47 per cent of the area respectively. The postal services are provided at 13,573 post offices with a break up of 1,457 in urban and 12,116 in rural areas. For telephone, there are about one million telephones.

OVERVIEW OF DISTANCE EDUCATION

Distance education is considered a major possible alternative for solving the problem of expanding mass education in the shortest possible time. Presently, there is only one organized distance education institution, the Allama Iqbal Open University (AIOU).

Factors Leading to Establishment of Distance Education Programme(s):

1. Low literacy rate
2. Low access of primary education facilities to 65% school age children (Age 5-9)
3. High primary education dropout rate of 50%
4. Low female participation (55% girls against 85% boys) in primary and secondary education
5. Financial constraints.

Year of Establishment: As marked by the establishment of Allama Iqbal Open University, distance education in Pakistan was established in 1974.

Distance Education Media: A multi-media approach using print media in the form of self-instructional materials/texts, audio-visual media, radio and television programmes, and face-to-face tutorial sessions, and practical skill learning workshops are employed.

Sources of Financial Supports:

1. Grants from the government
2. Incomes of the University from other resources with student fees as a major component
3. Limited grant-in-aid on development
4. Foreign aid from UNESCO, UNICEF, UNDP, ODA, ADB, Dutch, Saudi Arabia, UAE, and Norway Governments
5. Projects.

Trends of Development in Distance Education: Generally on a continuous upward trend in terms of enrollment, number of courses and programmes offered and the number of radio and television programmes.

Legal Status: Fully supported by (1) the AIOU Act No. XXXIX in May 1974 bringing into existence the Allama Iqbal Open University (then named the People's Open University)in June 1974, and (2) the University Grants Commission notification of the fact that the Degrees, Diplomas, and Certificates etc. awarded by the AIOU would be treated at par with those awarded by other Boards and Universities.

Aims: According to functions put forth in the AIOU ACT 1974, the aims of the AIOU were, in summary, to (1) provide facilities to people who cannot leave their home and jobs, to the masses for their educational uplift, and for training of teachers; (2) provide for instruction, research, advancement, and dissemination of knowledge in various branches of learning, technology or vocations; (3) prescribe courses of studies, hold examinations, and award and confer regular and honorary degrees, diplomas, and other academic distinctions to and on qualified persons; (4) provide instruction, grant certificates and diplomas to persons not being students of the University, as well as confer degrees on persons who have carried out independent research under prescribed conditions; (5) cooperate with other universities and other authorities in various administrative and academic activities, and (6) carry out any administrative, academic, and other activity pertaining to the management of the University.

Control and Management: As the only national level institution of distance education funded by the Federal Government, AIOU is controlled by (1) Chancellor; (2) Pro-Chancellor; (3) Vice Chancellor; (5) Executive Council, the supreme executive body; (6) The Academic Council, the highest academic body of the University; (7) the Selection Board; and (8) Finance Committee. The AIOU functions with the Vice Chancellor as its academic and executive head assisted by Deans of the various Faculties, and Directors of servicing and research institutes.

Coverage of Distance Education: Nation-wide. More than 30 regional centres and 425 study centres.

Instructional System:

1. Self-Study Method from self-instructional materials
2. Radio programmes
3. Television programmes
4. Tutorials at Study Centres
5. Workshops
6. Non-broadcast media
7. Telephonic contacts.

Research Activities: Covering evaluation of different courses, radio/television programmes, group training workshops, Study Reports of Integrated Functional Education Project, Statistical Year Book, 1991, Up-dating of Vital Statistics, Feasibility Study of Library Science Courses, Comparative Study of Teacher-Training under the AIOU and the Formal System, Problems of Distance Education Students, Evaluation of Mailing Department, Research on Television Programme on Lugha-tul-Islam (Arabic Language), and Attitude of University Teachers towards Distance Education System.

Enrollment and Graduates in DE Programmes: Approximately 100,000 students with 235,259 enrollment in courses at different levels (1989-90). Since the establishment, the total number of degree graduates is 6,391.

International Affiliation and Cooperation: (1) The British Open University and Overseas Development Agency; (2) University of South Carolina, USA; (3) Suhkothai Thammathirat Open University (STOU), Thailand; (4) The Open University of Sri Lanka; (5) Asian Association of Open Universities (AAOU), (6) Korean Air and Correspondence University; (7) South Asian Association for Regional Cooperation (SAARC); (8) International Council of Distance Education (ICDE); (9) International organizations such as UNESCO, UNICEF, UNDP; and (10)the Governments of Saudi Arabia, UAE, Norway and the Netherlands.

Problems and Constraints:

1. Low level of literacy
2. Skeptical attitude of the people
3. Difficult logistics of face to face contact
4. Problem of comparative evaluation of the performance of students from backward and developed areas
5. Limited usefulness of Radio/T.V. programmes
6. High capital cost at initial stage
7. Training of distance education personnel.

LIST OF DISTANCE EDUCATION INSTITUTIONS:

Allama Iqbal Open University, Islamabad.

ALLAMA IQBAL OPEN UNIVERSITY

INSTITUTIONAL DATA

Year of Establishment: 1974.

Name of Head: **Dr. W. M Zaki**
Position: *Vice-Chancellor*
Address: Sector H-8, Islamabad
Islamic Republic of Pakistan.
Telephone: 854897
Telex: Openvarsity
Fax: 853154

Nature of institution: Distance teaching only.

Educational levels Provided for distance education:

1. Postgraduate
2. First Degree
3. Pre-degree
4. Training
5. Diploma/Certificate

In addition, AIOU provides further /continuing education as well as secondary education and primary education for female adults.

Titles and levels of distance education programmes:

Title:	*Level:*
1. Functional (Non-credit)	Primary
2. Intermediate courses (F.A)	Intermediate
3. Bachelor of Arts (B.A)	Undergraduate
4. Post graduate courses	Graduate
5. Teacher education course	Diploma and degree
6. Foundation course	Undergraduate
7. Project course	Undergraduate and Graduate.

Governance: A national establishment.

Objectives:

1. Compensatory nature
2. Expansion of educational opportunity
3. Vocational training
4. Teacher Training
5. Equality of equity of educational opportunity
6. Life-long recurrent education.

Sources of financial support of DE programmes: *Tuition Fees:* The student pays all tuition expenses by himself/herself. The amount varies from course to course. Distance education is partially funded by the government. Students are required to pay a certain amount of tuition fee.

Budget: Approximate annual budget for distance education of the institution for the fiscal year of 1990 was Rps 80 million (US$3.3 million)

Trends of development of DE resources and activities: Expanded in all categories.

Trends of enrollment in DE Programmes: Increasing.

Number of current DE students: Enrolment figure for different courses is above 200,000. Enrollment in terms of student number is estimated to be around 100,000.

Number of annual intake of DE students: Data not Available.

Number of students currently enrolled in each DE level:

1. Functional (non-credit)	2,522
2. Intermediate (F.A)	73,775
3. Bachelor of Arts (B.A)	46,029
4. Post Graduate	5,915
5. Teacher Education	94,552
6. Foundation Courses	12,466

Number of annual DE graduates:

Year	Students	Year	Students
1982	117	1986	840
1983	151	1987	1,122
1984	121	1988	960
1985	780	1989	737
1986	840	1990	1,561

Accumulative number of DE graduates: Approximately 6,391.

Component of personnel involved in DE: All faculty members are full-time employees.
Services of faculty members of non-distance education institutions are utilized on a part-time basis.

Number of full-time staff: About 1,150.

Number of part-time staff: About 3,000. The number varies from semester to semester according to the number of courses offered and the students enrolled.

Number of courses and programmes:
Number of courses: Approximately 260.
Number of programmes: Approximately 20.

Production of teaching materials: Approved teams of experts prepare teaching material for each of the 260 courses. Teaching materials are prepared through a mutual collaboration of internal and external academicians. The production stages are:

1. Processing of departmental proposals for course by committee of courses and Faculty Board
2. Approval of course outline by the Academic Council
3. Commissioning the writer
4. Submission of the first draft by writer
5. Improvement of the first draft by course coordinator
6. Editing
7. Printing.

Regional/Study Centres: Available.

Number of regional and local study centres: 425.

Operators of regional centres: The regional network of the AIOU in collaboration with the heads of the institutions where the study centres are located.

Sources of financial support: The university revenue and the government.

Major functions of Regional/Study Centres:

1. Providing tutorial sessions
2. Providing counselling services
3. Providing skill teaching.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	7.0
Between 21-30	15.0
Between 31-40	25.0
Between 41-50	37.0
Between 51-60	15.0
Over 60	1.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	65.0
Female	35.0
Total:	100.0

Income Level:

Level:	(%)
Top	10.0
Middle	30.0
Bottom	60.0
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	42.0
Rural	58.0
Total:	100.0

Composition of DE Students:

Occupational Distribution:	(in %)
1. Employed	65.0
2. Students	18.0
3. Household	8.0
4. Business	4.0
5. Agriculture	1.0
6. Others	2.0

Future developments: Possible distance education development in the next 5-10 years are:

1. Opening of Second Channel of television for educational purpose
2. Strengthening of M. Phil (leading to Ph.D) programmes
3. Strengthening of Teacher Education Programme
4. Strengthening of Adult Education Programme.

Major obstacles for the implementation of distance education:

1. Low level of literacy
2. Attitude of people
3. Difficult logistics of face-to-face contact
4. Evaluation of clientele with different backgrounds
5. Same radio/TV programmes for variety of clientele
6. High capital cost at initial stage
7. Lack of requisite training of distance education personnel.

Affiliation with regional or international DE organizations: (1) AAOU, (2) ICDE, and (3) UNESCO.

PROGRAMMES, MEDIA, METHODS, & EVALUATION:

List of DE Programmes:

1. Pre-degree Intermediate (F.A)
2. Bachelor of Arts (B.A)

PROGRAMMES I AND II: *PRE-DEGREE AND BACHELOR'S DEGREES*

Levels:
Pre-degree Intermediate (F.A)
First degrees.

Titles given for these educational levels:
Title: Intermediate (F.A) Programme
Level: Intermediate.
Title: Bachelor of Arts (B.A)
Level: First Degree.

Programmes/ courses of Instruction:

- *Agriculture*
- *Accountancy/Bookkeeping*
- *Contemporary and Cultural Studies*
- *Education:*
  - Curriculum development
  - Educational administration
  - Educational policy analysis and management
  - Educational psychology
  - Child psychology and counseling
  - Language, Reading and communication
  - Mathematics education
  - Elementary education
  - Secondary education
  - Adult Education
  - Science education
  - Technology/Vocational education
  - Youth and community education
  - Educational testing and evaluation.
- *Creative Arts*
  - Design.
- *Engineering:*
  - Electrical, electronic and micro-electronic
  - Industrial engineering.
- *Science:*
  - General science.
- *Medical Sciences:*
  - Health studies
  - Nursing
  - Public health and administration
- *Mathematics:*
  - Statistics
- *Social Sciences:*
  - Careers guidance and counseling
  - Economics

Geography
Government and Politics
Social Studies/Civics
Social Work
Sociology
Youth and Community Studies.
Others: Forestry
Home Economics
Library and Information Studies
Recreation and Sports.

Length of course:
Minimum number of study hours per week per course: 12.
Total number of weeks per course: 10.
Total number of courses making up programmes: 6 to 8.

Media and Methods:
Most dominant:
Printed Correspondence texts
Tutoring via mail
Regional services
Study centres.
Dominant:
Audio-vision
Radio
Radio via satellite
Face-to-face tutoring
Face-to-face counselling
Kits
Practical work.
Least dominant:
Audio-cassettes
Video-cassettes
Television
Telephone instruction
Compact discs
Telephone tutoring
Telephone counselling.

Languages of instruction: Mainly *Urdu*. English and regional languages are used in certain levels.

Entrance requirements:
1. Completed Matriculation of 10 years schooling
2. Be a citizen of the country.

Number of students: Approximately 36,000 per annum.

Annual intake of DE students: Approximately 10,000 new students.

Evaluation system:

Continuous assessment:

1. Written assignments for submission
2. Attendance at the local study centre
3. Getting guidance from tutors at study centres.

Final assessment:

1. Written final examinations
2. Practical in skill oriented courses.

Educational and employment arrangements: None. But with the degrees and certificates earned from the university, they can compete with others in seeking admission in formal educational institutions and/or seeking employment in offices.

Student profile at this level:

By Education: Data not available.

By Employment:	(%)
Full-time public employees:	44.0
Full-time private employees:	35.0
Part-time employees:	21.0
Total:	100.00

By types of career:	(%)
In-service trainees:	40.0
Housewives:	6.0
Retired:	-
Others:	54.0
Total:	100.00

By gender:	(%)
Male:	70.0
Female:	30.0
Total:	100.00

Acceptance of final award, certificate, and degree: Accepted as equal to a comparable award given by a non-distance education institution as evidenced from the University Grant Commission's Notification No. F.8-413/Acad/82/283 dated 12 December 1982.

SURVEY OF DISTANCE EDUCATION IN PAPUA NEW GUINEA

COUNTRY PROFILE

Papua New Guinea is an independent country which emerged from the former Australian Territory of Papua and the UN Trust Territory of New Guinea in 1949 and became independent on September 16, 1975. Consisting of the eastern half of the island of New Guinea and the adjacent islands, Papua New Guinea has a land area of 183,000 square miles (473,000 square kilometres). In addition to the eastern half of New Guinea Island, the country includes New Britain, New Ireland, the Admiralty Islands, and New Hanover in the Bismarck Archipelago; Bougainville and Buka in the northern Solomon Islands; Woodlark (Murua)Island; and the Louisiade Archipelago. The capital is Port Moresby.

Economy, Population and Demography:

A market economy. Papua New Guinea's economy is primarily agricultural with potentials in mineral and oil deposits, tourism and service industries. Copper, coffee, cacao, copra, coconut oil, lumber and plywood, rubber, tea and pyrethrum extracts are principal exports. Forest covers much of the country and lumber production has steadily expanded. In developing country terms, Papua New Guinea is considered to be a relatively rich country. Gross national product was some $US 1.2 billion in 1991 and the country has considerable potential in terms of political stability and mineral endowment (gold, silver, manganese, and copper). After a real growth rate of 4% in 1988, the economy contracted by 3% in 1989 but grew by 6% in 1990. Gold deposits at Porgera and Lihir Island and oil discoveries at Iagifu illustrate the rich mineral potential of the country. Papua New Guinea is a young, developing country with a population of 3.9 million people of which some 60% are under the age of 25 years. Papua New Guinea has an annual growth rate of 2.7% and the total population is expected to rise to around 5 million by the end of the century. At that time some 50% of the population will be under the age of 18 years. Of the present total population, 87% are villagers who live as subsistence farmers in rural areas. Only 5% of rural people are involved in the cash economy, particularly in the coffee industry. Fifteen percent of the population are employed by government or private enterprise and most of these people live in towns and cities.

Language of Instruction:

English. This is the policy for all educational institutions. There is no definite plan to develop any distance education courses in languages such as "*tok ples*"(local languages) or "*tok pisen*" (a form of Melanesian pidgin english) as there are many languages in Papua New Guinea.

Educational System:

The formal education system is managed both at the national level by the National Department of Education whose role is the development of national curricula, policy and standards and at the local level by provincial governments who are responsible for schools and the employment of teachers. The school system consists of community schools (Grades 1-6), provincial high school (Grades 7-10), national high schools (Grades 11-12), technical and further education facilities, a non-formal system and tertiary education. Only two-thirds of the age cohorts between 7 and 12 years of age attend school. Participation rates in lower secondary education is 16% and by upper secondary it drops to just 1% in the formal education system. In 1990, from the total of 47,862 students in Grade 6, only 1,968 remained in Grade 11, indicating not only the poor continuation rate but demonstrating the potential number of distance education students for the College of Distance Education and Extension Studies Department from the school age population who miss out on places in conventional schools. There are non-government education institutions in the form of church schools (Grade 1-10) which follow national curricula and objectives and an international school structure (Grade 1-12) which follows Australian curricula.

Communication Infra-structure:

Papua New Guinea has access to modern communication technology in the form of domestic and international subscriber telephone dialling facilities, facsimile and computer links. Domestic and satellite television is also available in many parts of the country. Government policy forecasts the use of a domestic satellite to enhance communication facilities in the late 1990s. The existing communication system is effective, although a lack of trained technicians for repair work hampers efficiency of the system at times. The system is mostly restricted to urbanized areas but the greater proportion of the population live in rural areas. So while the system is effective, it is not readily available by the entire population.

OVERVIEW OF DISTANCE EDUCATION:

Distance education in Papua New Guinea has developed from correspondence education. Its major role is to provide education for school age population, and matriculation studies together with foundation university courses and degree and diploma programmes. Distance education is expected to be closely attuned to the current changes in the economy and to provide relevant courses for the vast majority of the population, who will not be able to enter the wage sector of the economy due to the small number of jobs available in the country. Major distance education institutions are the College of Distance Education; Extension Studies Department, University of Papua New Guinea; and Extension Services, Pacific Adventist College.

Factors Leading to Establishment of DE Programme:

The need to provide education (Grade 7-12) to school age populations who leave conventional schools and to supplement secondary school graduates who wish to pursue higher education.

Year of Establishment:

1952 by the establishment of the Correspondence School, now the College of Distance Education.

Media for Distance Education:

Media used in distance education vary from institution to institution. The College of Distance Education makes use of teaching materials in print form and study groups at College centres in all nineteen provinces in the country. The University of Papua New Guinea's Extension Studies Department also employs print media, *Lahara* (summer schools) residential sessions, face-to-face tutorial sessions in University centres and local areas. Provincial university centres are used as delivery of distance education services. Broadcast media such as radio broadcasts are used for organizational and publicity purposes but not for teaching.

Sources of Financial Supports:

Financial supports are from the national budget which is considerably low. The national yearly expenditure on education represents 0.7% of the gross national product; 0.01% of which is for distance education. In 1990, only 3.11% was allocated to the College of Distance Education as compared to other sectors. Similarly, for the University of Papua New Guinea's Extension Studies Department, with 4,584 Grade 11-12 students, only US$345,000 was allocated as compared to an annual budget of US$900,000 provided to only one of the four existing national high schools which caters for only 500 students.

Trends of Development in Distance Education:

Distance education in Papua New Guinea has progressively expanded since the 1950's in terms of student numbers, and the number and kinds of institutions offering distance education courses. The Pacific Adventist College offers secondary education courses in Papua New Guinea and is the centre of a drive into the South Pacific region. The Department of Health, Post and Telecommunications, Papua New Guinea Electricity Commission and the Police Department have incorporated distance education courses into their training programmes. In addition, overseas distance institutions, some reputable, and others less so, regularly advertise in Papua New Guinea newspapers. The growth of institutions involved in distance education, together with a number of conference recommendations, led to the formation of the Papua New Guinea Association for Distance in 1989.

Legal Status:

Distance education is not referred to separately as such in government legislation but comes under the charter of several acts of parliament. The College of Distance Education is the only distance education institution in the national education system and is embodied in the Education Act (1976). The Department of Extension Studies is included in the charter of the University of Papua New Guinea Act (1966). The Extension Services at the Pacific Adventist College is established within the Pacific Adventist College Act (1983). The Higher Education Plan of the Commission for Higher Education is the most recent official statement concerning the growing role of distance education and it is expressed in terms of human development in Papua New Guinea and the relative cost effectiveness of this form of education in comparison to conventional forms of education.

Aims: The aims of distance education in Papua New Guinea are reflected in the aims of individual distance education institutions mainly to provide opportunities to those who have not enjoyed the benefits of a secondary education, to upgrade the qualifications and skills of the employed and generally improve educational standards throughout the country.

Control and Management: Distance education in Papua New Guinea is a nationally organized structure offered through two major institutions--the University of Papua New Guinea and the National Department of Education's College of Distance Education. Provincial governments play a financing role in the establishment of University centres in their provinces, but the management of those centres remains the responsibility of the University. Needs assessment and future development of distance services in provinces receive input from provincial governments through consultative means but ultimately planning, and curriculum development rest with the University.
The Pacific Adventist College (PAC), the only private distance education institution in Papua New Guinea, is controlled by its own governing council which oversights the initiatives of Extension Services as well as the other activities of the College.

Instructional System: Distance education instructional methods in Papua New Guinea consist predominantly of print based materials. Computer aided instruction, teleconferencing, and interactive video are not used at all. Radio and audio cassettes are used to a limited extent. The print materials are often supported by face-to-face tutorials although the availability of tutorials tends to be restricted to larger populated areas where suitable part time tutors are available.

Geographical coverage: Nation-wide coverage through provincial distance education centres administered by the University of Papua New Guinea and the College of Distance Education. However, since the centres are situated in provincial capitals, some students who live in remote areas may be restricted in their access to the tutorial provision available at these centres.

Research Activities:

Research in distance education in Papua New Guinea is limited and mostly consists of research by individuals aimed at higher degrees, and journal and conference papers. On-going research again consists of individual work at the Ph.D. level by two academics within the Department of Extension Studies and research aimed at publication in journals. The Department of Extension Studies has recently established a one year, research officer position to develop a computerized statistical base for Extension Studies to monitor the progress of students. Little research has been carried out at the College of Distance Education due to staffing pressures and the lack of research skills amongst staff.

Enrollment and Graduates in Distance Education Programmes:

In 1990, the total enrollment of distance education students in Papua New Guinea was 33,117 of which 28,390 was in the College of Distance Education's secondary programme. Total accumulated graduates in all institutions and all levels from 1985-1990 were 2,875, with a success rate of about 49.6% at the Extension Studies Department.

International Affiliation and Cooperation:

Both Extension Studies and the College of Distance Education are affiliated with ASPESA, ICDE, the Commonwealth of Learning, and the Papua New Guinea Association of Distance Education.

Problems and Constraints:

(1) The long process of course development involving several committee structures to be consulted and changes in overseas staff have interrupted that development; (2) the assessment of the effectiveness of distance education based merely on student achievement without taking into consideration other non-academic aspects; (3) lack of an adequate infrastructure to support distance education initiatives, such as regional study facilities, suitably qualified tutors, materials production systems, and technological capacity; (4) lack of trained national staff entering the field of distance education, especially in the area of curriculum development and course writing; and (5) need for full understanding of the existing rationale and practices of distance education in order for distance education to realign itself with the needs and expectations of a society undergoing rapid change.

LIST OF DISTANCE EDUCATION INSTITUTIONS:

1. College of Education, National Department of Education
2. Department of Extension Studies, University of Papua New Guinea
3. Extension Services, Pacific Adventist College.

COLLEGE OF DISTANCE EDUCATION
NATIONAL DEPARTMENT OF EDUCATION

INSTITUTIONAL DATA

Year of Establishment: 1952 as the Correspondence School; later renamed the School of External Studies (1967), College of External Studies (1978), and College of Distance Education (1988).

Name of Head: **Mr. Dikana Kema**
Position: *Principal*
Address: P.O. Box 500
Konedobu, Papua New Guinea.

Telephone: 212311
Fax: 212492

Nature of institution: Distance teaching only.

Educational levels provided for DE programmes:

1. Secondary for children and adults
2. Diploma and certificates.

Titles and levels of DE programmes:

Title	*Level*
1. Secondary Studies (Grades 7-10)	Secondary
2. Certificate in Business Studies	Certificate.

Governance: A national establishment within the National Department of Education.

Objectives: The primary aims of the College of Distance Education as stated in the Shaw Report (1986) are (1) to develop the students' physical, moral, intellectual, social, emotional and spiritual dimensions; (2) to develop the students' potential to grow in knowledge, wisdom, understanding, skills and goodness; (3) to develop a sense of personal discipline and responsibility towards the self and the wider community. Special aims are to (1)provide an opportunity for people who have not enjoyed the benefits of a secondary education; (2) upgrade the qualifications and skills of people already in employment; (3)upgrade the qualifications and skills of people who wish to further their education; (4)provide enrichment for the love of learning and self-improvement; (5) encourage people to be occupation-creators with self-motivation and initiative, rather than job-takers; and (6)provide skills-oriented subjects: e.g. technical and agriculture courses. These

aims are directed to the following objectives:
1. Personal development
2. Vocational development
3. Compensatory nature
4. Equality of educational opportunity
5. National development.

Sources of financial support of DE programmes:

Tuition and Fees:
1. The student pays all tuition expenses by himself/herself in the amount of US$45.00 per course for Secondary Studies, and US$60.00 per course for Certificate in Business Studies.
2. In addition, a sum of US$50,000.00 is available per year as a government subsidy for needy students.

Budget:
Approximate annual budget for distance education of this institution for 1990 was US$1,600,000.

Trends of development of DE resources and activities:

Expanded:
Financial provision
Distance education programmes
Local study centres
Study materials and textbooks
Teaching force
Face-to-face sessions.

Decreased:
Variety of programmes and courses offered.

Stable:
Library resources.

Not applicable:
Telecommunication equipment
Broadcast programmes
Audio-visual aids.

Trends of enrollment in DE Programmes: Increasing.

Number of current DE students: Records only relate to subject enrollments.

Number of annual intake of DE students: 27,780 subject enrollments (1990).

Number of students currently enrolled in each DE level:

Level of Education	Enrolment Figure By Subject enrollment
1. Secondary	27,780
2. Certificate	610

Number of annual DE graduates: 584 (1990).

Accumulative number of DE graduates: Since 1985 (Records prior to 1985 either not kept or considered in accurate): (1) Secondary Studies: 2,250 students have completed Grade 10; (2)Business Studies: 7 students have completed the Certificate in Business Studies.

Components of personnel in DE: A mix of full-time and part-time staff members.

Number of full-time staff:
Academic: 40
Non-academic: 117
Total: 157.

Number of part-time staff:
Academic: 150-200 markers
Non-academic: none
Total: 150-200.

Number of Courses and programmes:
Number of courses offered: 30.
Number of programmes offered: 2.

Production of teaching materials/media: Teaching materials and media are produced by individual course writers according to the syllabus guidelines as set down for the provincial high school by the National Department of Education. Textbooks as recommended by the NDE form the basis of the College of Distance Education's materials with appropriate adaptation for a distance learning context.

A course plan is established which consists of objectives and aims followed by unit outlines which make up a course of study. These outlines are approved by members of the relevant subject department sub-committee and are then forwarded to the College Academic Advisory Committee, which is made up of representatives from the Governing Council of the CODE, the NDE, College Academic Staff, and University and provincial high schools, for approval.

The stages are: (1) Develop course syllabus according to the NDE guideline; (2) Develop a course plan/course of study; (3) Submit the course of study for approval by designated bodies; (4) write the draft materials by individual subject specialists; (5) Review of the draft by the subject sub-committee; (6) rewrite the materials; (7) Forward the draft materials to the Deputy Principal of the College for editing; (8) Submit the final draft to thai Academic Advisory Committee for approval; and (9) Get final ratification from the Governing Council of the College.

Regional/Study Centres: Available.

Number of centres: Approximately 200.

Operators of the centres: Run by College of Distance Education, Community Schools, Church Groups, and Voluntary Organizations.

Sources of financial supports: The national governemnt and student fees.

Major functions of the centres: Enrollment, tutorials, examinations, counselling, publicity and expansion.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	80.0
Between 21-60	20.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	75.0
Female	25.0
Total:	100.0

Income Level:

Level:	(%)
Top	Data
Middle	not
Bottom	available.
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	40.0
Rural	60.0
Total:	100.0

Occupational and Ethnic Composition of DE Students: *Ethnic Composition:* All Papua New Guinea nationals. *Occupational distribution:* Majority of students are unemployed. Remainders are public servants and self-employed.

Future development: Possible distance education development in the next 5-10 years are: (1)Increase in academic and non-academic staff in provincial centres; (2) New building to commence in 1991; (3) Increase in academic positions for course preparation and evaluation; (4) Increase course offerings--possibly vocational courses and introductory Grade 11-12 courses.

Major obstacles for implementing distance education:

Major problems are (1) Inadequate funding; (2) Relatively poor communication with students by mail and telephone; (3) Geographical difficulties contributing to poor turn around time of assignments; and (4) Inadequate course evaluation and statistical procedures to monitor overall operations.

Affiliation with regional and international DE organizations:

ICDE
ASPESA
PNG-ADE (PNG Association for Distance Education)
SPADE (South Pacific Association for Distance Education (newly developing).

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION

List of Programmes:
1. Certificate in Business Studies
2. Secondary Studies (Grade 7-10)

PROGRAMME I: *CERTIFICATE IN BUSINESS STUDIES*

Level:	Certificate.
Courses of instruction:	*Commercial and management studies:* Accountancy/Bookkeeping Business administration Office/Secretarial studies Business English Business Communication Mathematics.
Length of course:	*Minimum number of study hours per week per course:* 28 hours depending on course. *Total number of weeks per course:* 24 weeks. *Total number of courses making up programmes:* 17 courses.
Media and methods:	*Most dominant:* Printed correspondence texts Face-to-face tutoring Regional services. *Dominant:* study centres Face-to-face counselling. *Least dominant:* Counselling by telephone.
Language of instruction:	English.
Admission requirements:	Completed Grade 10 of general education or Grade 8 or 9 but must have at least two years work experience.
Number of students:	610.
Annual intake of DE students:	On demand.
Evaluation:	
Continuous assessment:	Written assignments for submission

Final assessment:	Written final examinations;
Educational and employment arrangements for graduates:	None.
Profile of students in this level:	*By Educational Background:* Data not available. *By Employment:* Data not available. *By types of career:* Data not available. *By gender:* Data not available.
Acceptance of certificate, diploma, and degree:	The final award given by the CODE is accepted as equal to a comparable award given by a non-distance education institution.

PROGRAMME II: *SECONDARY STUDIES (GRADES 7-10)*

Level:	Secondary.
Courses of instruction:	*Grades 7-8* English Mathematics Social science Science Commerce. *Grades 9-10* English Formal mathematics Practical mathematics Social science Commerce Neighboring countries Environmental studies.
Length of course:	*Minimum number of study hours per week per course:* Unspecified, depending on course. *Total number of weeks per course:* 36. *Total number of courses making up programmes:* 16.
Media and methods:	*Most dominant:* Printed correspondence texts Face-to-face tutoring Regional services. *Dominant:* Study centres Face-to-face counselling Kits Practical work. *Least dominant:* Counselling by telephone.
Language of instruction:	English.
Admission requirements:	Students must pass competitive examinations.
Number of students:	27,789.

Annual intake of DE students: On demand.

Evaluation:

Continuous assessment:

1. Written assignments for submission
2. Written regular tests.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: Successful completion could lead to Grade 11-12 studies with the University of Papua New Guinea Extension Studies.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: Data not available.

By types of career: Data not available.

By gender: Data not available.

Acceptance of certificate, diploma, and degree: The final award given by the CODE is accepted as equal to a comparable award given by a non-distance education institution as all courses follow official provincial high school curriculum and have parity with high school qualifications. All CODE students sit for Grade 10 examinations identical to those of other high school students.

DEPARTMENT OF EXTENSION STUDIES
UNIVERSITY OF PAPUA NEW GUINEA

INSTITUTIONAL DATA

Year of Establishment: 1976.

Name of Head: **Professor H. Markowitz**
Position: *Director*
Address: P.O. Box 320
University Post Office
Papua New Guinea.

Telephone: 267450
Telex: NE 22366
Fax: 267187

Nature of institution: Conventional institution with distance education department.

Educational levels provided for DE programmes:

1. Secondary for adults
2. Diploma and certificates
3. Pre-degree
4. First degree
5. Postgraduate.

Titles and levels of DE programmes:

Title	*Level*
1. Matriculation Studies	Secondary (Adults)
2. Foundation Year	Pre-degree
3. Diploma in Teaching	Diploma
4. Diploma in Commerce	Diploma
5. Diploma in Library and	Diploma
Information Studies	Diploma
6. Diploma in Social Administration	Diploma
7. Bachelor of Education	First degree.

Governance: A national non-distance education university complemented with a distance education department.

Objectives: The aims of distance education at the University of Papua New Guinea are to (1) reach the greatest number of people throughout the nation; (2) improve study opportunities for people living and working in remote areas; (3) give mature people a chance to improve their qualifications and skills, and thus compete for promotions at work; (4) generally improve education standards throughout the country; (5 allow people to study as they continue to work; (6) upgrade the qualifications, particularly of school teachers, who have such an important role to play in a new nation; (7) provide education at a low cost to students and the government by saving on scholarships, accommodation and capital costs; and (8) further the education of women. These aims are directed to the following objectives:

1. National development.
2. Personal development.
3. Vocational development.
4. Compensatory nature.
5. Equality of educational opportunity.

Sources of financial support of DE programmes:

Tuition and Fees:

1. The employer who recommends the student to attend distance education pays all tuition expenses (for some students);
2. The student pays all tuition expenses by himself/herself in the amount of US$40.00 per course.

Budget:

Approximate annual budget for distance education of this institution for 1990 was US$345,000. In addition, a sum of US$250,000.00 is provided by provincial governments for 10 provincial study centres.

Trends of development of DE resources and activities:

Expanded:
Financial provision
Distance education programmes
Local study centres
Study materials and textbooks
Teaching force
Variety of courses offered
Face-to-face sessions
Library resources
Course writers.
Decreased: None.
*Stable:*None.
Not applicable:
Telecommunication equipment
Broadcast programmes
Audio-visual aids.

Trends of enrollment in DE Programmes: Increasing.

Number of current DE students: 4,626.

Number of annual intake of DE students: No restriction on enrollment.

Number of students currently enrolled in each DE level:

1. Secondary (Adults)	4,223	
2. Pre-degree	237	
3. Diploma	108	(Estimate)
4. Degree	50	

Number of annual DE graduates: 150.

Accumulative number of DE graduates: Data not available.

Components of personnel in DE: A mix of full-time and part-time staff members.

Number of full-time staff:
Academic: 17
Non-academic: 11
Total: 28.

Number of part-time staff:
Academic: App. 70 part-time tutors.
Non-academic: None.
Total: 70.

Number of Courses and programmes:
Number of courses offered: 126.
Number of programmes offered: 9.

Production of teaching materials/media: Courses of study are prepared in four ways: (1) The Department of Extension Studies provides academic and technical support to on-campus teaching departments to externalize existing on-campus courses. The teaching department has full responsibility for course development including the allocation of a staff member to write the course. The Department of Extension Studies plays an advisory and supportive role; (2) Academic staff of the Department of Extension Studies are requested to take full responsibility for the externalization of internal courses by the on-campus teaching department. The teaching department becomes an advisory and supportive body and reviews draft material and is required to approve the course structure and content; (3) Consultants are contracted to write course materials to a camera ready stage. Consultants are fully responsible for the development of the course. The Department of Extension Studies through its academic coordinator positions offers advice on externalization. Technical support in terms of editing and layout is provided as appropriate; and (4) Academic staff of the Department of Extension Studies have full responsibility for the externalization of courses which are offered solely through the Department of Extension Studies and are not offered on a full time, on-campus basis (e.g. matriculation courses).

In all cases, draft of course materials which may be prepared by individuals or in a team are presented to committees consisting of Department of Extension Studies and on-campus staff and non-university personnel where appropriate for critique. The committee stage may require several meetings as materials are reworked. All courses, after they have been accepted by the teaching department and the Department of Extension Studies, must be submitted to the University Planning Committee for approval; then to the Academic Board of the University and finally to the University Council for ratification.

Regional/Study Centres: Available in the form of provinciai centres.

Number of centres: 10.

Operators of the centres: These centres are run by the University of Papua New Guinea.

Sources of financial supports: National and Provincial governments as well as students fees.

Major functions of the centres: Major functions of these centres are for publicity, tutorials, examination centres, counselling, and selection through competitive examinations.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	30.0
21-30	35.0
31-40	30.0
41-50	5.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	80.0
Female	20.0
Total:	100.0

Income Level:

Level:	(%)
Top	10.0
Middle	70.0
Bottom	20.0
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	55.0
Rural	45.0
Total:	100.0

Occupational and Ethnic Composition of DE Students: *Ethnic Composition:* 99% Papua New Guinea nationals. *Occupational distribution:* Majority of students are public servants (teachers, police, clerks, health workers).

Future development: Possible distance education development in the next 5-10 years are: (1) A US$1.5 million building; (2) Introduction of new programmes (e.g Diploma in Industrial Relations); (3) Staff expansion in course development; and (4) Localization of course developer positions.

Major obstacles for implementing distance education: Major problems are (1) infrastructure weakness (e.g printing materials, communication with students); (2) Lack of suitably qualified Papua New Guineans; and (3) Lack of funding which hinders expansion, training and education.

Affiliation with regional and international DE organizations:
ICDE
ASPESA
Commonwealth of Learning
PNG-ADE (PNG Association for Distance Education).

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

List of Programmes:

1. Adult Matriculation Programme
2. Foundation Year
3. Diploma in Social Administration
4. Diploma in Library and Information Studies
5. Diploma in Commerce
6. Diploma in Teaching (Primary)
7. Bachelor of Education
8. Bachelor of Law
9. Advanced Diploma in Teaching.

PROGRAMME I: *ADULT MATRICULATION PROGRAMME*

Level: Secondary.

Courses of instruction:

Humanities:
- History: Asia and the modern world
- History of science and technology.

Languages and literature:
- Linguistics
- Language: English
- Literature: International.

Physical Science:
- Chemistry
- Physics.

Biological Science and Technology:
- General biology and life sciences.

Mathematics:
- Mathematics for secondary level.

Social Sciences:
- Economics
- Geography: global approach.
- Issues in development in Papua New Guinea.

Length of course:

Minimum number of study hours per week per course: 6.
Total number of weeks per course: 17.
Total number of courses making up programmes: 8.

Media and methods:

Most dominant:
Printed correspondence texts
Regional services.
Dominant:
Face-to-face tutoring
Face-to-face counselling
Study centers.
Least dominant:
Counselling by telephone
Tutorial via mailing
Telephone tutoring
Kits
Practical work.

Language of instruction: English.

Admission requirements:
1. Student must pass a competitive examination
2. Student must be a citizen of Papua New Guinea.

Number of students: 4,223.

Annual intake of DE students: On demand.

Evaluation:

Continuous assessment: Written assignments for submission.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: Entry to university programmes and to public service employment.

Profile of students in this level:

By Educational Background:	Proportion (%)
Secondary/high school leavers (ages 16-19):	40.0
Others:	60.0
Total:	100.00

By Employment:	(%)
Full-time public employees:	40.0
Full-time private employees:	20.0
Others:	40.0
Total:	100.00

By types of career: Data not available.

By gender:	(%)
Male:	80.0
Female:	20.0
Total:	100.00

Acceptance of certificate, diploma, and degree: The final award given by the Department of Extension Studies is comparable to Grade 11-12 offered by the high school system and accepted as entry to public service and university studies.

PROGRAMME II: *FOUNDATION YEAR PROGRAMME*

Level:	Pre-degree.
Courses of instruction:	*Humanities:* Contemporary and Cultural studies History: National Psychology. *Languages and literature:* Communication and Language. *Mathematics:* Statistics. *Social Sciences:* Economics
Length of course:	*Minimum number of study hours per week per course:* 6. *Total number of weeks per course:* 17. *Total number of courses making up programmes:* 8.
Media and methods:	*Most dominant:* Printed correspondence texts. *Dominant:* Face-to-face tutoring Telephone tutoring Counselling by telephone. *Least dominant:* Face-to-face counselling Tutorial via mailing.
Language of instruction:	English.
Admission requirements:	1. Student must pass a competitive examination 2. Student must have matriculation status.
Number of students:	237.
Annual intake of DE students:	On demand.
Evaluation: *Continuous assessment:*	Written assignments for submission.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: Successful completion leads to admission to degree studies at UPNG.

Profile of students in this level:

By Educational Background:	Proportion (%)
Secondary/high school leavers (ages 16-19):	20.0
Others:	80.0
Total:	100.00

By Employment:	(%)
Full-time public employees:	40.0
Full-time private employees:	40.0
Others:	20.0
Total:	100.00

By types of career:	(%)
Housewives:	10.0
Others:	90.0
Total:	100.00

By gender:	(%)
Male:	80.0
Female:	20.0
Total:	100.00

Acceptance of certificate, diploma, and degree: This is a programme specifically for continuation to a degree programme at UPNG and is not similar to any programme offered by non-distance education institutions.

PROGRAMME III: *DIPLOMA IN SOCIAL ADMINISTRATION PROGRAMME*

Level:	Diploma.
Courses of instruction:	*Languages and literature:* Foundation English. *Mathematics:* Statistics. *Law:* Crime and Criminal justice Syscem. *Social Sciences:* Social work Sociology Youth and community studies Social planning.
Length of course:	*Minimum number of study hours per week per course:* 6. *Total number of weeks per course:* 17. *Total number of courses making up programmes:* 12.
Media and methods:	*Most dominant:* Printed correspondence texts. *Dominant:* Face-to-face tutoring Practical work. *Least dominant:* None.
Language of instruction:	English.
Admission requirements:	Student must 1. have matriculation status 2. be recommended by his/her employer 3. have at least one year work experience.
Number of students:	16.
Annual intake of DE students:	On demand.
Evaluation: *Continuous assessment:*	Written assignments for submission.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: Promotion within government Departments of Police, Correctional Services, Youth Development, and Social Services.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment:	(%)
Full-time public employees:	100.0
Total:	100.00

By types of career: Data not available.

By gender:	(%)
Male:	70.0
Female:	30.0
Total:	100.00

Acceptance of certificate, diploma, and degree: No similar award is given by a non-distance education institution.

PROGRAMME IV: *DIPLOMA IN LIBRARY AND INFORMATION STUDIES*

Level: Diploma.

Courses of instruction:
Humanities:
    Contemporary and Cultural studies
    Psychology.
Languages and literature:
    Communication and Language.
Mathematics:
    Statistics.

Length of course:
Minimum number of study hours per week per course: 6.
Total number of weeks per course: 17.
Total number of courses making up programmes: 16.

Media and methods:
Most dominant:
Printed correspondence texts.
Dominant:
Face-to-face tutoring.
Least dominant: None.

Language of instruction: English.

Admission requirements:
Student must
1. have matriculation status
2. have at least one year work experience.

Number of students: 55.

Annual intake of DE students: On demand.

Evaluation:
Continuous assessment: Written assignments for submission.
Final assessment: Written final examinations.

Educational and employment arrangements for graduates: An in-service qualification for employees working in the area.

Profile of students in this level:

By Educational Background: Data not available.

By Employment: All are full-time public employees.

By types of career:	(%)
In-service training:	30.0
Housewives:	-
Others:	70.0
Total:	100.00

By gender:	(%)
Male:	40.0
Female:	60.0
Total:	100.00

Acceptance of certificate, diploma, and degree: No similar award is given by a non-distance education institution.

PROGRAMME V: *DIPLOMA IN COMMERCE*

Level:	Diploma.
Courses of instruction:	*Commercial and Management Studies:* Accounting and Bookkeeping Business administration. *Communication:* Communication. *Mathematics:* Statistics.
Length of course:	*Minimum number of study hours per week per course:* 6. *Total number of weeks per course:* 17. *Total number of courses making up programmes:* 14.
Media and methods:	*Most dominant:* Printed correspondence texts. *Dominant:* Face-to-face tutoring. *Least dominant:* None.
Language of instruction:	English.
Admission requirements:	Student must have matriculation status.
Number of students:	30.
Annual intake of DE students:	On demand.
Evaluation:	
Continuous assessment:	Written assignments for submission.
Final assessment:	Written final examinations.
Educational and employment arrangements for graduates:	Leads to Degree in Commerce.

Profile of students in this level:

By Educational Background: Data not available.

By Employment:	(%)
Full-time public employees:	50.0
Full-time private employees:	50.0
Others:	-
Total:	100.00

By types of career: Data not available.

By gender:	(%)
Male:	70.0
Female:	30.0
Total:	100.00

Acceptance of certificate, diploma, and degree:

No similar award is given by a non-distance education institution. This is a joint award offered by the University of Technology and the University of Papua New Guinea which are the only two institutions offering diploma studies in commerce.

PROGRAMME VI: *DIPLOMA IN TEACHING (PRIMARY)*

Level:	Diploma.
Courses of instruction:	*Humanities:* Contemporary and cultural studies History: National Psychology. *Languages and literature:* Communication and Language. *Educational Studies:* Curriculum development Educational administration Educational policy analysis and management Educational psychology Secondary education Educational testing and evaluation Studies in teaching Foundation studies in education. *Services and Hospitality Science:* Library and information studies
Length of course:	*Minimum number of study hours per week per course:* 6. *Total number of weeks per course:* 17. *Total number of courses making up programmes:* 8.
Media and methods:	*Most dominant:* Printed correspondence texts. *Dominant:* Face-to-face tutoring Telephone tutoring Face-to-face counselling. *Least dominant:* Tutorial via mailing Counselling by telephone.
Language of instruction:	English.
Admission requirements:	Student must 1. have matriculation status 2. have a certificate in teaching 3. two years work experience.

Number of students: 30.

Annual intake of DE students: On demand.

Evaluation:

Continuous assessment: Written assignments for submission.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: Opportunity to enroll in-service Bachelor of Education programme with credit points.

Profile of students in this level:

By Educational Background: Data not available.

By Employment:	(%)
Full-time public employees:	95.0
Full-time private	5.0
employees:	-
Others:	-
Total:	100.00

By types of career:	(%)
In-service training:	100.0
Others:	-
Total:	100.00

By gender:	(%)
Male:	90.0
Female:	10.0
Total:	100.00

Acceptance of certificate, diploma, and degree: The award is accepted as it provides admission to educational degree studies as do Diplomas in Teaching obtained from non-distance institutions.

PROGRAMME VII: *BACHELOR OF EDUCATION DEGREE (IN-SERVICE)*

Level: First degree.

Courses of instruction:

Humanities:
- Contemporary and cultural studies
- History: National
- Psychology.

Languages and literature:
- Language: English
- Communication and Language.

Educational Studies:
- Curriculum development
- Foundation studies in education.

Social Science:
- Economics.

Length of course:
Minimum number of study hours per week per course: 6.
Total number of weeks per course: 17.
Total number of courses making up programmes: 16.

Media and methods:
Most dominant:
Printed correspondence texts.
Dominant:
Face-to-face tutoring
Telephone tutoring
Face-to-face counselling.
Least dominant:
Tutorial via mailing
Counselling by telephone.

Language of instruction: English.

Admission requirements:
Student must
1. have matriculation status
2. have a Diploma in Teaching
3. two years work experience.
4. Be a citizen of Papua New Guinea.

Number of students: 58.

Annual intake of DE students: On demand.

Evaluation:

Continuous assessment: Written assignments for submission.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: None.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: All are full-time public employees.

By types of career: All are in-service trainees.

By gender:

	(%)
Male:	60.0
Female:	40.0
Total:	100.00

Acceptance of certificate, diploma, and degree: This degree is offered both in the external and full-time mode within the University. It is the only institution in Papua New Guinea offering such a degree. The two modes are equal in terms of courses, content and assessment.

PROGRAMME VIII: *BACHELOR OF LAW*

Level:	First degree (First year only).
Courses of instruction:	*Law:* Introduction to Law-national orientation Law of Contracts-national orientation.
Length of course:	*Minimum number of study hours per week per course:* 6. *Total number of weeks per course:* 17. *Total number of courses making up programmes:* 4.
Media and methods:	*Most dominant:* Printed correspondence texts Face-to-face tutoring Study centers. *Dominant:* Face-to-face counselling.
Language of instruction:	English.
Admission requirements:	Student must have matriculation status.
Number of students:	115.
Annual intake of DE students:	On demand.
Evaluation: *Continuous assessment:*	1. Written assignments for submission 2. Written regular tests.
Final assessment:	Written final examinations.
Educational and employment arrangements for graduates:	For entry into full-time Law degree.

Profile of students in this level:

By Educational Background:

	Proportion (%)
First degree:	80.0
Others:	20.0
Total:	100.00

By Employment:

	(%)
Full-time public employees:	60.0
Full-time private employees:	40.0
Others:	-
Total:	100.00

By types of career: Data not available.

By gender:

	(%)
Male:	80.0
Female:	20.0
Total:	100.00

Acceptance of certificate, diploma, and degree: The UPNG is the only institution in Papua New Guinea offering Law degree.

PROGRAMME IX: *ADVANCED DIPLOMA IN TEACHING*

Level: Postgraduate.

Courses of instruction:
Agricultural Science:
    Agriculture education.
Commercial Studies:
    Commerce education.
Humanities:
    History: national
    Social science education.
Languages and literature:
    Language: English
    Literature international
    Language education.
Mathematics:
    Mathematics education.
Social Studies:
    Global education.
Physical Science:
    Chemistry
    Geological Sciences
    Physics
    Science education

Length of course:
Minimum number of study hours per week per course: 4.
Total number of weeks per course: 16.
Total number of courses making up programmes: 8.

Media and methods:
Most dominant:
Data not available.
Dominant:
Data not available.
Least dominant:
Data not available.

Language of instruction: English.

Admission requirements:
Student must
1. hold a Diploma in Teaching
2. three years work experience.

Number of students: 90.

Annual intake of DE students: On demand.

Evaluation:

Continuous assessment: Written assignments and attendance at workshops.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: None.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: All are full-time public employees.

By types of career: All are in-service trainees.

By gender:

	(%)
Male:	80.0
Female:	20.0
Total:	100.00

Acceptance of certificate, diploma, and degree: No similar award is offered on a full time basis.

EXTENSION SERVICES
PACIFIC ADVENTIST COLLEGE

INSTITUTIONAL DATA

Year of Establishment: 1985.

Name of Head: **Mr. Koresa Tagai**
Position: *Chairman*
Address: Private Mail Bag
Boroko
Papua New Guinea.
Telephone: 281112

Nature of institution: Conventional institution with distancc teaching department.

Educational levels provided for DE programmes:
1. Secondary (for adults)
2. Diploma/Certificate

Titles and levels of DE programmes:

Title	*Level*
1. Preliminary Programme	Secondary (Adult)
2. Associate Diploma in Administration	Diploma

Governance: A private, non-profit, religious conventional institution with a distance teaching department.

Objectives:
1. Personal development
2. Expansion of educational opportunity
3. Transition to conventional higher education institutions
4. Vocational development
5. Life-long recurrent education
6. Equality of educational opportunity
7. Training of skilled manpower
8. Religious and moral awareness.

Sources of financial support of DE programmes:
Tuition and Fees:
The student pays all tuition expenses by himself/herself in the amount of US$50-70 depending on the course.
Budget:
Approximate annual budget was US$21,000 (1990).

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Trends of development of DE resources and activities:

Expanded:
Distance education programmes
Study materials and textbooks.

Decreased: None.

Stable:
Financial provision
Teaching force
Variety of courses offered
Library resources.

Not applicable:
Local study centres
Telecommunication equipment
Broadcast programmes
Audio-visual aids
Face-to-face sessions.

Trends of enrollment in DE Programmes: Stable.

Number of current DE students: 101.

Number of annual intake of DE students: No restrictions.

Number of students currently enrolled in each DE level:

Level of Education	Enrollment Figure
1. Secondary (Adults)	101
2. Diploma/Certificate	Not offered since 1987.

Number of annual DE graduates: None. Students who are assessed by the Extension Services as having gained sufficient knowledge and skills from the programme are recommended for entry to full time College programmes without having to complete the entire Preliminary Programme. To date some 15 students have been admitted into full time programmes. The overall completion rate is estimated at 30%.

Accumulative number of DE graduates: None.

Components of personnel in DE: A mix of full-time and part-time staff members.

Number of full-time staff:
Academic: 2
Non-academic: 1
Total: 3.

Number of part-time staff:
Academic: 4 (1 Marker, 3 course developers)
Total: 4.

Number of Courses and programmes:
Number of courses offered: 9.
Number of programmes offered: 2.

Production of teaching materials/media: Extension Services have "borrowed" courses from the University of South Pacific and have engaged in some in-house course development consisting of a full-time academic member of the Extension Services who works with full-time academic on-campus staff to externalize existing on-campus courses. The externalization process involves the development of an outline of a course of study after it has been taught for a second time as an on-campus course. After the course has been taught for a third time as an on-campus course, more detail regarding content, work sheets and assessment procedures are incorporated into a draft distance course by the Extension Services staff members. The draft is given to the on-campus lecturer for appraisal and returned to the Extension Services for a final draft which is then submitted to the Academic Committee of the PAC for approval.

Regional/Study Centres: None.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	03.0
Between 21-30	50.0
Between 31-40	40.0
Over 41-	07.0
Total:	100.0

Gender distribution:

Sex:	(%)
Male	60.0
Female	40.0
Total:	100.0

Income Level: Data not available.

Geographical distribution:

Areas:	(%)
Urban	80.0
Rural	20.0
Total:	100.0

Occupational and Ethnic Composition of DE Students:	*Ethnic Composition:* Students are from Papua New Guinea, Solomon Islands, Vanuatu, Fiji, and Kiribati. *Occupational distribution:* Unknown.
Future development:	Possible distance education development in the next 5-10 years are: (1) Introduce degrees in teaching and/or theology; (2) Establish study centres in Papua New Guinea, Solomon Islands, Fiji, and Vanuatu; and (3) Expansion of course development and use of audio-visual aids.
Major obstacles for implementing distance education:	Problems are lack of personnel, funding, study centres and student support services (e.g cost of telephone communication with students or staff to correspond with students).
Affiliation with regional and international DE organizations:	PNGADE-Papua New Guinea Association for Distance Education.
PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION	List of Programmes: 1. Preliminary Programme 2. Associate Diploma in Administration.

PROGRAMME I: *PRELIMINARY PROGRAMME (SECONDARY FOR ADULTS)*

Level:	Secondary (for Adults).
Courses of instruction:	*Commercial and management studies:* Accountancy/Bookkeeping. *Languages and literature:* Language: English I, II. *Mathematics:* Mathematics for Grade 11-12. *Social Sciences:* Geography: global.
Length of course:	*Minimum number of study hours per week per course:* Unspecified. *Total number of weeks per course:* Unspecified. *Total number of courses making up programmes:* 4.
Media and methods:	*Most dominant:* Printed correspondence texts *Dominant:* Tutoring via mail. *Least dominant:* Telephone tutoring. Face-to-face counselling Counselling by telephone.
Language of instruction:	English.
Admission requirements:	Before entering the distance education program, the student must meet the following admission requirements: 1. Completed Grade 10 of general education 2. Reaching the age level of 22 years
Number of students:	458.
Annual intake of DE students:	No limit. Subject to demand.
Evaluation:	
Continuous assessment:	Written assignments for submission.
Final assessment:	Written final examinations.

Educational and employment arrangements for graduates: Matriculation status to Pacific Adventist College.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: Data not available.

By types of career: Data not available.

By gender:

	(%)
Male:	60.0
Female:	40.0
Total:	100.00

Acceptance of certificate, diploma, and degree: The final award given is accepted as matriculation status for entry to a full time programme of PAC.

PROGRAMME II: *ASSOCIATE DIPLOMA IN ADMINISTRATION*

Level:	Diploma.
Courses of instruction:	*Commercial and management studies:* Accountancy/Bookkeeping Administration Business administration Management Personnel. *Languages and literature:* Language: communication skills.
Length of course:	*Minimum number of study hours per week per course:* Unspecified. *Total number of weeks per course:* Uspecified. *Total number of courses making up programmes:* 4.
Media and methods:	*Most dominant:* Printed correspondence texts. *Dominant:* Tutoring via mail Practical work. *Least dominant:* Telephone tutoring Face-to-face counselling Counselling by telephone.
Language of instruction:	English.
Admission requirements:	Before entering the distance education program, the student must: 1. Complete the Preliminary Programme 2. Reach the age level of 22 years.
Number of students:	114.
Annual intake of DE students:	Programme only offered in 1986/87.
Evaluation: *Continuous assessment:*	Written assignments for submission.

Final assessment: Written final examinations.

Educational and employment arrangements for graduates: Matriculation status to Pacific Adventist College.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: Data not available.

*By types of career:*Data not available.

By gender: Data not available.

Acceptance of certificate, diploma, and degree: This programme has only been offered once. No evidence in the circumstances.

SURVEY OF DISTANCE EDUCATION IN THE REPUBLIC OF SINGAPORE

COUNTRY PROFILE

The smallest and most prosperous of nations in Southeast Asia. It became an independent nation on August 9, 1965 after its unexpected separation from the Federation of Malaysia. Located off the southern tip of the Malay Peninsular. Together with its 40 tiny adjacent islets, Singapore has 226 square miles (585 square kilometres) of territory. At its greatest extent, Singapore Island measures 23 miles from east to west and 14 miles from north to south. About 80 miles north of the equator, it lies at the mouth of the funnel-shaped Strait of Malacca, the water way between the Sumatra Island and Malaysia's west coast. Once a British colony, Singapore's political system is based on the British model of parliamentary democracy with a President as Head of State and Prime Minister as Head of Government. It is presently ruled by a disciplined socialist party.

Economy, Population, and Demography:

A market economy. Singapore is a highly successfully developed country in the world. With a superb natural harbour, Singapore's traditional economy is based on commerce. Trade and services such as transport, banking, storage, repair, insurance, and communications have given Singapore the reputation of being the most highly skilled middleman of Asia. The GNP was US$20.7 billion in 1990.

Singapore's population is more than 2.5 million 75% of which live in the City of Singapore on the island's southern shore. Of the total population, Chinese, with five different spoken dialects, make up 76%; Malays make up 15% united by the use of the Malay language and Muslim faith; while Indians (practicing the Hindism) or Pakistanis (practicing the Muslim faith) account for 7% and use Tamil as their mother tongue. Singapore's literacy rate is one of the highest (85.2% in 1983) in the region.

Official Languages :

Chinese, English, Malay, and Tamil.

Educational System:

Singapore has a good educational system of formal and non-formal education. The formal education system consists of primary (age 6-11) and secondary (age 12-17). There are vocational and teacher training colleges and higher education institutions. The country devotes more than one fourth of its budget to education.

Communication Infra-structure: Singapore has a good system of communication including printing, radio and television broadcasts, postal services, telephone, and telecommunication facilities.

OVERVIEW OF DISTANCE EDUCATION: Distance education in the Republic of Singapore is provided mainly by small, commercial, and overseas providers at university level. In the public sector, the National Productivity Board has been offering courses in career and technical area. A larger initiative in distance education is to be offered by the Singapore Open University to be established in July 1992.

Factors Leading to Establishment of DE Programmes: The need to provide the opportunities for those who are not able to get higher education via traditional means due to family, social and economic considerations and limited opportunities in conventional education institutions.

Year of Establishment: To be established in 1992.

Media for Distance Education: Printed media supplemented by audio-visual media, tutorial (facc-to-face, mailing, and telephone), computer assisted instruction, practical work, and schooling (day, evening, and weekend) at regional and study centres.

Sources of Financial Supports: The government subsidies, student tuition fees, investment, and external sources.

Trends of Development in Distance Education: Growing as the SOU is being planned and established as the newest open university in Southeast Asia.

Legal Status: As a national university, SOU is established by an enabling law passed by the Parliament.

Aims: To expand life-long educational opportunity and quality for adults to bring about individual, social, and national development.

Control and Management: SOU is controlled by the University Council as the supreme governing body and run by the Vice-Chancellor and his administrative personnel.

Instructional System: The students study mainly at home from distance education packages consisting of print media, audio-cassettes, video-cassettes, and computerized instruction as well as attending face-to-face tutorials, and schooling at designated study centres.

Geographical coverage: Nation-wide.

Enrollment and Graduates in DE Programmes: The first enrollment of 1,000 students is projected.

LIST OF DISTANCE EDUCATION INSTITUTIONS:

1. Singapore Open University
2. The National productivity Board.

SINGAPORE OPEN UNIVERSITY[*]
MINISTRY OF EDUCATION

INSTITUTIONAL DATA

Year of Establishment: 1992.

Name of Head: **Dr. Tay Eng Soon**
Position: *Vice-Chancellor (Designated)*
Address: Ministry of Education
Kay Siang Road,
Singapore 1024, REPUBLIC OF SINGAPORE.
Telephone: 470-9203
Telex: EDUN RS 34366
Fax: 475-6128.

Nature of institution: Distance teaching only.

Educational levels provided for DE programmes: First degree.

Titles and levels of DE programmes:

Title	*Level*
1. Bachelor of Art	Undergraduate
2. Bachelor of Science	Undergraduate.

Governance: A national establishment.

Objectives: (1) National and economic development, (2) Individual personal development, (3) Life-long recurrent education, (4). Expansion of educational opportunity, and (5) Equality of educational opportunity.

Sources of financial support of DE programmes: *Tuition Fees:*
The student pays all tuition expenses or required to pay a certain amount of tuition fees yet to be decided.
Budget: From the Government.

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[*] Since the gathering of this data, press statements indicate that the Government of Singapore will not be proceeding with the establishment of the Singapore Open University. Alternative models are being studied and the launch date postponed to 1994.

Trends of development of DE resources and activities: Not applicable.

Trends of enrollment in DE Programmes: Not applicable.

Number of current DE students:
Current students: Not applicable.
Annual intake: Not applicable.

Number of annual DE graduates: Not applicable.

Components of personnel in DE: Not decided yet.

Number of Courses and programmes:
Number of courses offered: 3 (in the first year)
Foundation: Arts, Mathematics, and Science.
Number of programmes offered: 2 (Planned).

Production of teaching materials/media:
1. Teaching materials and media are bought in from UK
2. Additional teaching materials are produced by Course teams.
3. The stages are (1) Acquire, (2) Local adaptation if necessary, (3) Deliver, (4) Assess, (5) Evaluate, and (6) Revise.

Regional/Study Centres:
To be available.
Number of the centres: (To be decided);
The centres are run by (To be decided);
The sources of financial supports are from government and fees;
Major functions of the centres are to provide tutorial, laboratory works, study space, and examination.

Overall student Profile: Data not yet available.

Major obstacles for implementing distance education: Not applicable.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:
List of Programmes:
1. Bachelor's degree.

PROGRAMME I: *BACHELOR'S DEGREE PROGRAMMES*

Level: Undergraduate.

Titles of programmes offered in this level:
1. Bachelor of Arts
2. Bachelor of Science.

Courses of instruction:

Humanities:
- History: World history
- Philosophy
- Psychology.

Languages and Literature:
- Languages: English
- Literature: English.

Engineering and technology:
- Computer technology, programming
- Electrical, electronic and microelectronic
- Engineering design
- Mechanical Engineering
- Materials science and metallurgy.

Physical Science:
- Chemistry
- Electronics, microelectronics
- Physics.

Biological Science and Technology:
- General biology and life sciences
- Applied biology
- Environmental studies
- Genetics.

Mathematics:
- Computing
- Computer science
- Information technology
- Mathematical sciences
- Statistics.

Social Sciences:
- Geography.

Length of course:
Minimum number of study hours/week/course: 10-12.
Total number of weeks/course: 40.
Total number of courses making up programmes: 6-8.

Media and methods: *Most dominant:*
Printed correspondence texts.
Dominant:
Audio-cassettes
Face-to-face tutoring
Tutorial via mailing
Face-to-face counselling
Counselling by telephone
Telephone tutoring
Kits
Practical work
Study centres
Day schools
Evening schools
Weekend schools
Least dominant: None.

Language of instruction: English.

Admission requirements: (1) Completed "A" Level (Grade 12), (2) Meet the required minimum age of 21 years, and (3) Be a citizen of the country.

Number of students: Number of current students: Students not yet admitted.
Annual intake of DE students: 1,000 (projected).

Evaluation:
Continuous: Written assignments for submission

Final: 1.Written final examinations
2.Oral final examinations.

Profile of students in this level:

By Educational Background:	(%)
Secondary/High school:	100.0
First degree:	-
Higher degree:	-
Total:	100.00

By Employment: Data not yet available.
By types of career: Data not yet available.
By gender: Data not yet available.

Acceptance of certificates, diplomas, and degree: Accepted as comparable to those given by non-distance education institutions.

SURVEY OF DISTANCE EDUCATION IN THE SOUTH PACIFIC

COUNTRY PROFILE

The South Pacific is a region in the Pacific Ocean lying within the area extending a vast area covering islands and sea three times the size of Europe, with a diameter one sixth of the earth's circumference, comprising 12 Pacific countries: the Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Western Samoa.

Economy, Population and Demography: All member countries, with the exception of the Republic of Nauru, have aid-dependent or at least aid-augmented economies. Sources, levels and applications of bi-lateral aid vary from country to country and even from time to time. The GDP per capita ranging from A$450 of Tuvalu to A$2,440 of Fiji. The total population of the South Pacific countries is approximately 1,560,000 of which Fiji has 727,000 and, Tokelau has 1,600. The average growth rate is 3.18% ranging from 2.37% of the Cook Islands to 4.38% of the Solomon Islands. The ethnic composition is Melanesian (living in Fiji, Solomon Islands, and Vanuatu), Polynesian (living Western Samoa, Tonga, Cook Islands,Tuvalu, Niue, and Tokelau), Micronesian (living in Kiribati and Nauru), and Indian (mainly in Fiji).

Language of Instruction: English is used in both conventional and distance education.

For the majority of the University's students, English is their second language or, at least, not their mother-tongue as there are approximately 265 languages in the South Pacific region. Beside English, other languages in use are Maori (Cook Islands), Bauan (Fiji) Kiribati (Kiribati), Hindi (Fiji's Indians), Marshalese (Marshalese Islands), Nauruan (Nauru), Niuean, and Tongan.

Educational Systems: The education systems of the South Pacific region's twelve member countries are generally separate, different and autonomous; reflecting colonial/missionary history using a British derived educational model except in the Marshall Islands (North American model), Vanuatu (British and French models), and Nauru (Austrian model).

The South Pacific Board for Educational Assessment (SPBEA) has been established as a regional body, providing professional consultancies to governments on assessment matters and overall standards monitoring/moderation for the south and central Pacific.

Communication Infra-structure: Communication in the SP region, especially from the University of the South Pacific and member countries, is mainly by USPNET, facsimile, telephone, mailbag, slow scan electronic mail, and computer communication. The **USPNET** was pioneered by the University of South Pacific on the use of satellite technology for educational support, beginning in 1972 on ATS-1 and since 1986 on INTELSAT connecting ten of the twelve member countries. **Facsimile** Services between the main USP campus and the regional Centres became comprehensive during 1991. **Telephone** facilities are available between the main campus and the Centres but are not so heavily used as facsimile facilities due to the detailed nature of information to be conveyed, the unreliable quality of voice-circuits, and voice send/receive delays. **Mailbag** was introduced in 1976 as the more reliable alternative to normal postal and air freight services. The mailbag to and from each Centre to Extension Services Headquarters are despatched weekly using a multiplicity of air carriers and checked weekly via USPNET, tracking safe receipt and the lost or off-loaded despatches. A **slow scan electronic mail system,** sharing the common satellite channel, is also being gradually introduced. To date, however, only the Solomon Islands and Vanuatu have been connected, due to funding and technical difficulties. In addition, **a computer network** linking the regional Centres to the on-campus Student Records and Finance databases is under planning, and in-country HF and national broadcast radio are also available in some instances.

OVERVIEW OF DISTANCE EDUCATION:

Distance education in the south and central Pacific region has one major provider, the University of the South Pacific. USP is also the only regional provider in the senses of area-coverage, collective ownership and location. Consequently, the overview of distance education in the South Pacific covers mostly the activities of the USP.

USP is a *regional university*, a type rare in the international community, similar to the University of the West Indies, which serves fourteen countries, not only in the outlook but also in its operational structure: financial, physical, political and academic. USP is owned by twelve Pacific countries which, as proprietors, exercise its collective governance. USP is a planned creation, institution, and a legally established entity of the South Pacific region. After two years of planning, USP was established by Royal Charter in March 1970 in accordance with the wishes of eleven island states: Cook Islands, Fiji, Kiribati and Tuvalu (formerly Gilbert and Ellice Islands), Nauru, Niue, Solomon Islands (formerly British Solomon Islands Protectorate), Tokelau, Tonga, Vanuatu (formerly New Hebrides) and Western Samoa. In 1991, the Marshall Islands joined the USP consortium, thus extending the University's membership to twelve countries. USP has two campuses (in Fiji and Western Samoa), two Complexes (in Vanuatu and Tonga), and ten in-country Extension Centres. The land and these physical facilities are provided to the regional entity by each of the respective member governments. The University began with three on-campus Schools: Natural Resources, Social and Economic Development and Education. Extramural Studies were run by the School of Education and,in 1971, renamed as Extension Services and became a separate entity with its own Director.

Factors Leading to Establishment of Distance Education Programmes:

(1) USP's need to "spread itself" in new and dramatic ways to reach much of its market, (2) Needs of higher education in many vital areas, traditionally to be sought outside of the region in 'developed world' countries and was accessible to relatively few people, (3) Unsuitable conventional option of full-time internal study with residential requirement for many students, and (4) Need for bridging study, part-time study, and home-based study while retaining employment.

Year of Establishment:

1971 when the first distance education courses in secondary school teacher training were offered.

Media for Distance Education:

Print is the core medium supplemented by audio-tape as an integral standard instructional package component, optional instructional satellite, experimentally implemented in 1973. The USP's expertise in instructional media, centrally located, is capable of producing for distance education CAL packages, high quality video, satellite conferencing. USP's traditional commitment to its distance students is to provide them with the home-based teaching packages containing all that they need for learning and mastery--the commitment still to be largely honoured in the planning of instructional media.

Sources of Financial Supports:

From (1) financial supports provided by its twelve member governments, (2) external resources, and (3) students fees.

As a recurrent commitment within their respective national Education Votes, each member country provides financial supports to the USP on the basis of a funding formula directly related to the number of students enrolled from each country, i.e the more students a country sends to the campuses or Extension Studies, the more it will be required to contribute. The formula and the funding level are regularly reviewed and determined by the Ministers of Finance of member governments in collective decision. Collectively, the contribution is amounted to 90% of approximately F$24 million in 1992, 60% of which is from the Fiji Government. The remaining 10% of the recurrent budget is provided by the Government of Australia (6%) and the Government of New Zealand (4%).

Outside of this basic support funding, USP receives substantial other assistance from a multiplicity of sources. The amount of this external support received in 1991 was F$12,356,400.

Students contribute partially to the budget by way of their fees-payments. For the distance courses (not differentiated by subject), current fees are F$40 for pre-degree, F$51 for 100 level, and F$68 for 200-300 level. Materials and textbook fees are additional charges made on a cost-recovery basis. For each course taken, students also pay a Centre fee of up to F$15.

Trends of Development in Distance Education: Increasing in the number of programmes, levels (from certificates to full-degrees), and students.

Legal Status: Fully supported by the Royal Charter in March 1970. Under the Charter, the University became a legal entity of the region, 'one Body Politic and Corporate'. Its powers, mission and mandate are those which have approval of the eleven Governments cited. Extramural provision is particularly identified as an institutional activity to which it is encouraged and for which it has been empowered.

Aims: (1) To provide university education to the people across the whole Pacific, (2) To make higher education needed for the regional development accessible to more people, and (3) To provide bridging study, part-time study, and home-based study while retaining employment.

Control and Management: DE is operated by the External Studies of the USP. Although all distance students 'belong' to the respective academic departments in the same way as their on-campus counterparts, they are the *administrative* responsibility of Extension Services staff. This responsibility includes pre-enrolment counselling and all enrolment processing; maintenance of student files and records (admissions, withdrawals, programme completions); materials production and distribution; assignment tracking, logging and all assessment records; production/ distribution of test and examination scripts; organization of examinations; and collection of student fees.

Instructional System: Students study from (1) the core materials (developed by the Course Team) usually consisting of at least two printed texts: the *Introduction and Assignments* booklet and the *Coursebook*. Ancillary components might include a *Reader*, textbook(s), audiotapes and, perhaps, a videotape, (2) **Centrally Provided Instructional Support Services** for regional purposes including satellite tutorials on USPNET (the regional telecommunications link based on INTELSAT); visits from campus-based Course Tutors to national Centres; Summer Schools in national Centres and outer islands; personal correspondence with students, and teaching through assessment, and (3) **In-country Instructional Support Services** provided by the national USP Centre for local purposes include various combinations of regular radio programmes; occasional television programmes; face-to-face tutorials with a Local Tutor; peer tutorials without a Local Tutor; teleconference tutorials on an in-country HF or public switched network; Centre bulletins or newsletters for students; Library services (books, audio and video cassettes); Computer facilities and study space; study skills and course counselling (either at the Centre or by Centre staff travelling); practical laboratory sessions (where possible and required); and 'bridging' courses. The Centre serves as the clearing house for all materials/assignments, provides liaison between students and remote teachers and is USP in the member country.

Geographical coverage: Serving twelve South Pacific countries covering 6,500 km across and three times larger than Europe reaching the region's population of only 1.3 million dispersing on land masses which. if aggregated, are no larger than Denmark.

Research Activities: At the USP, DE research is mostly undertaken by the staff of Extension Services as career imperatives for academic teaching staff require that research reputation be established and maintained within their subject discipline and not in the field of teaching itself, and the development, maintenance and support of distance education are the particular and primary tasks of Extension Services personnel. However, due to understaffing for the major administrative and support tasks which are immediate and daily, pursuit of personal research activity within the Extension Services has been a luxury within working days. Completed research over the past two decades were in the areas of Course and student evaluation, Adult learners and adult teaching techniques, Students' learning strategies, Choice on DE mode of study for students not living at a distance from the DE learning institution, Faculty participation and perceptions of distance teaching activities, Extension course materials, Counselling of Extension Students, and Withdrawal and dropouts of DE students.

On-going research activities cover (1) Women in Distance Education in the USP Region, 1986-1990, (2) Joint research project in progress with the Commonwealth of Learning, and the National Institute of Multimedia Education, Japan, and (5) Survey of Science Teaching through Extension, (6) A study of the Performance of Extension Students who use Centre facilities, (7) Preliminary Investigation to Determine the Effects of Peer Group Tutorials in Reducing Drop-outs in Extension Studies Courses, (8) Science Teaching at a Distance: the Effects of Using Audio Visual Aids for Practical, and (9) Measuring the Common Characteristics of Adult Learners Studying in the Distance Mode at USP.

Enrollment and Graduates in Distance Education Programmes: The enrollment in Extension Services within the South Pacific region is increasing from 3,419 in 1985 to 6,451 in 1990 of which Fiji has the highest enrollment (3,755 or 58.2%) while Niue and Tokelau the lowest(26 students or 0.4%). The total number of graduates during 1988-1991 was 577 mostly certificates holders (61.0%)

International Affiliation and Cooperation: USP is an institutional member of the International Council for Distance Education (ICDE), the Australia and South Pacific External Studies Association (ASPESA) and is currently, in collaboration with the Solomon Islands College of Higher Education (SICHE), seeking to establish a South Pacific Association of Distance Education (SPADE). Individual members of staff hold membership in the Asian Association of Open Universities (AAOU) and the Distance Education Association of New Zealand (DEANZ).

The Vice-Chancellor of USP is an associate member of the Council of the University of Papua New Guinea (a mutual arrangement), the New Zealand Vice-Chancellors' Committee, the Australian Vice-Chancellors' Committee, the Councils of the National University of Samoa and SICHE, the Association of Commonwealth Universities, the South Pacific Organizations Coordinating Committee (SPOC) and the South Pacific Forum. In addition, co-operative relationships of many kinds exist between USP, other institutions and international agencies because, in statutory terms, USP is itself an international entity having 40% of its staff (mainly at senior/academic level) from countries outside the South Pacific.

Problems and Constraints: (1) Massive geographical areas of 30 million square kilometres; (2) Financial difficulties; (3) Communication difficulties; (4) Transportation difficulties; (5) Disparate 12 national education systems, and (6) Language competence in English for some countries.

LIST OF DISTANCE EDUCATION INSTITUTIONS: 1.The University of the South Pacific.

EXTENSION SERVICES
THE UNIVERSITY OF THE SOUTH PACIFIC

INSTITUTIONAL DATA

Year of Establishment: 1970 as Extramural Studies within School of Education
1971 as Extension Services with separate entity.

Name of Head: **Dr. Claire Mathewson**
Position: *Director, Extension Services*
Address: The University of the South Pacific
P.O. Box 1168, Sava, FIJI.
Telephone: (679) 313900
Telex: FJ2276
Fax: (679) 300482

Nature of institution: Conventional university with distance education division.

Educational levels provided for DE programmes:

1. Certificate Diploma/training
2. First degree
3. Pre-degree
4. Further education
5. Continuing education.

Titles and levels of DE programmes:

Title	*Level*
1. Preliminary Programme	Form 6 (Year 12)
2. Foundation programme	Form 7 (Year 13)
3. Certificate/Diploma/Vocational	Mixture of sub-degree and degree courses
4. B.A., B.Sc., B.Ed.	100-300 Level (Only the B.Ed degree can be completed)
5. Pacific Pre-School Teachers Certificate	Pre-degree.

Governance: A dual mode teaching institution owned by 12 Pacific Islands governments. Ultimate governance resides in the Council comprising Government Ministers and elected USP staff.

Objectives:

1. Economic development
2. Individual vocational development
3. Compensatory nature
4. Expansion of educational opportunity

5. Teacher Education and Training
6. Training of skilled manpower
7. National development
8. Individual personal development
9. Life-long recurrent education
10. Equality of educational opportunity.

Sources of financial support of DE programmes:

Tuition Fees:

1. All tuition fees paid by the employer/sponsor; or
2. The student pays all tuition expenses in three levels: F$40 (US$22.95) for Pre-degree; F$51(US$33.44) for 100 level; F$68 (US$44.59) for 200-300 level; plus US$20.0 extra cost and materials and textbooks;
3. Small scholarships from international agencies.

Trends of development of DE resources and activities:

Budget: (For 1992) App. total budget of F$24.0 million (US$13.8 million) for the whole university; 90% from its proprietary governments, and 10% from New Zealand and Australia. About US$12 million is donated annually to the whole USP as direct additional aid--not specific to distance education.

Trends of enrollment in DE Programmes:

Expanded:
Financial provision (only in 1991; decreased during 1984-1990)
Local study centres
Telecommunication equipment
Study materials and textbooks
Teaching force
Variety of courses offered
Library resources.
Decreased: None.
Stable:
Broadcast programmes
Audio-visual aids
Face-to-face sessions
Not applicable: None.

Number of current DE students:

Increasing (Until 1990).
Stable (since 1991).

Number of annual intake of DE students:

Currently: 5,215.
Annual intake: 11,000.

Number of students currently enrolled in each DE level:

Level	Number
1. Preliminary	459
2. Foundation	1,138
3. Vocational	547
4. Degree	3,071

Note: Unlike non-distance enrollments, distance enrollments are recorded as "course enrollments" not student bodies.

Number of annual DE graduates: Students are generally dual-mode in course of completing their studies. They do not graduate differently as DE or non-DE graduates.

Components of personnel in DE:
1. Most faculty members are full-time employees.
2. Faculty members share their work duties between non-distance education and distance education.

Number of Staff: *Full-time:* 337. All staff, academic and non-academic, provide services to distance and non-distance education.
Part-time: In the Extension Centres, there are many part-time local employees who work only for support of distance programme. These are casual contracts and numbers not known. They fluctuate from semester to semester, at local discretion.

Number of Courses and programmes: Number of courses: 175.
Number of programmes: 30.

Production of teaching materials/media: Teaching materials and media are produced by course writers, instructional designers, and media specialists through the team development by CW (faculty based), ID or Course Developer (Extension based), and MS (Media based). The stages are:
1. Initial meetings between course writers (CW) and course developers (CDev);
2. CW writes first unit CDev & Course Development Assistant (CDA) attend to other items;
3. CW submits first unit to CDev, begins second unit;
4. CDev for further instructional design;
5. Text processor;
6. CW for proofreading;
7. Text processor for first corrections; and
8. Printing.

Regional/Study Centres: Available. 10 big centres in each country except Tokelau and Marshall Islands and 9 small sub-centres. The centres are run by USP Extension Services staff both academic and administrative. The sources of financial supports are from USP recurrent budget and some bilateral aid. Major functions of the centres are for enrollment, counselling, tutorials, examinations, library and satellite facilities, community education, public relations, liaison with in-country regimes.

Overall student Profile:

Age:

Years:	*Proportion* (%)
Between 31-40	75.0
Not indicate	25.0
Total:	100.0

Gender:

Sex:	(%)
Male	70.0
Female	30.0
Total:	100.0

Income: Data not available.

Geographical distribution:

Areas:	(%)
Main island habitation	89.0
Small island habitation	20.0
Total:	100.0

Ethnic and Occupational Composition of DE Students:

Ethnic Composition: Melanesian, Polynesian, Micronesian, Indian, and others.

Occupational distribution: Mainly teachers and public servants.

Future development: (1) Expansion of Science offering (currently only at sub-degree level); (2) Upgrading of regional telecommunication system (currently INTELSAT); and (3) Expansion of the 200-300 level offerings in the degree programme.

Major obstacles for implementing distance education: (1) Massive geographical areas of 30 million square kilometres; (2) Financial difficulties; (3) Communication difficulties; (4) Transportation difficulties; (5) Disparate 12 national education systems, and (6) Language competence in English for some countries.

Affiliation with regional and international DE organizations: ASPESA, ICDE, AAOU, DEANZ, AND SPADE.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

PROGRAMME I: *BACHELOR'S DEGREE PROGRAMMES*

Level: First degree.

Titles of programmes offered in this level:
1. Bachelor of Arts (B.A.)
2. Bachelor of Science (B.Sc.)

Note: Degrees cannot be completed except with Education major.

Courses of instruction:
Commercial and Management Studies:
Accountancy/Bookkeeping
Administration
Business administration
Finance
Management
Public administration.
Humanities:
History: Contemporary
Political Studies.
Languages and Literature:
Linguistics
Languages: Bislama
Literature: Pacific
Language Studies.
Educational Studies:
Curriculum development
Educational administration
Educational policy analysis and management
Educational psychology
Child psychology and counseling
Language, reading and communication
Adult learning
Educational testing and evaluation
International education
Non-formal education
Early childhood development.
Engineering and Technology:
Engineering design.
Physical Science:
Chemistry
Electronics
Food science and technology
Physics.

	Biological Science and Technology: Marine Science Ocean Resource Management. *Medicine and Health Sciences:* Human Development. *Mathematics:* Computing, Computer Science. *Law:* Commonwealth and Pacific. *Social Sciences:* Economics Geography Government and politics Sociology. *Services and Hospitality Science:* Library and information studies Home economics.
Length of courses:	*Minimum number of study hours/week/course:* 10 hours. *Total number of weeks/course:* 15 weeks. *Total number of courses making up programmes:* 65 courses.
Trend of development in DE resources and activities:	*Most dominant:* Printed correspondence texts Regional services Study centres. *Dominant:* Audio-cassettes Radio via satellite Face-to-face counselling Tutorial via satellite. *Least dominant:* None.
Language of instruction:	English.
Admission requirements:	1. Completed Form 7 or Foundation in some discipline areas; 2. Meet the required minimum age of 23 years.
Number of students:	Number of current students: 3,071. Annual intake of DE students: 4,818.
Evaluation: *Continuous:*	1. Written assignments for submission 2. Oral intermediate examinations.
Final:	1. Written final examinations; 2. Final take-home assignments.

Educational and employment arrangements for graduates:	Those who cannot complete their full programme in distance education mode can transfer to campus. Graduates can be eligible for postgraduate studies. Those in public employment generally receive promotion/salary increases.
Profile of students in this level:	Data not available.
Acceptance of certificates, diplomas, and degrees:	Students who complete part or all of the programme at a distance are accepted for postgraduate studies both at USP and overseas.

PROGRAMME II: *PRE-DEGREE PROGRAMME*

Level: Pre-degree.

Titles of programmes offered in this level: Preliminary and Foundation.
(USP officially teaches the final year of secondary school both on-campus and at a distance).

Courses of instruction:
Commercial and Management Studies:
Accountancy/Bookkeeping.
Humanities:
History: Japan, China, the Pacific Region.
Languages and Literature:
Linguistics
Languages: English
Literature: Commonwealth literature.
Communication:
Journalism
Communication and language
Communication and study skills.
Engineering and Technology:
Introduction to engineering design
Introduction to mechanical engineering.
Physical Science:
Chemistry
Physics
Polymer and plastic science and technology.
Biological Science and Technology:
General biology and life sciences
Environmental studies
Genetics.
Mathematics:
Mathematical sciences
Statistics.
Social Sciences:
Economics
Geography: Pacific Region
Sociology.

Length of courses: *Minimum number of study hours/week/course:* 10.
Total number of weeks/course: 15.
Total number of courses making up programmes: 29.

Trend of development in DE resources and activities:

Most dominant:
Printed correspondence texts
Regional services
Study centres.
Dominant:
Audio-cassettes
Radio via satellite
Face-to-face tutoring
Tutorial via mailing
Face-to-face counselling
Tutorial via satellite.
Least dominant: Practical work.

Language of instruction: English.

Admission requirements: No requirements.

Number of students: Number of current students: 1,631.
Annual intake of DE students: 3,426.

Evaluation:
Continuous:
1. Written assignments for submission
2. Oral intermediate examinations
3. Laboratory assignment work in physical sciences and technology.

Final:
1. Written final examinations.

Educational and employment arrangements for graduates: On the completion of the Foundation programme, students become eligible for degree entry and scholarships both at USP and overseas.

Profile of students in this level:

By Educational Background:	(%)
Primary:	-
Secondary/High school:	20.0
Others:	80.0
Total:	100.00

By Employment:	(%)
Public-Full-time:	20.0
Private-Full-time:	20.0
Part-time:	10.0
Others:	50.0
Total:	100.00

By types of career:	(%)
In-service trainees:	10.0
Housewives:	20.0
Others:	70.0
Total:	100.00

By gender:	(%)
Male:	70.0
Female:	30.0
Total:	100.00

Acceptance of certificates, diplomas, and degrees: Students who complete the programme and gain admission to degree level studies at USP and at universities outside the region (for example, in New Zealand and Australia) in the same way as those who complete the on-campus programme.

PROGRAMME III: *CONTINUING EDUCATION PROGRAMMES*

Level: Vocational pre-degree.

Titles of programmes offered in this level: Pacific Preschool Teacher Certificate.

Courses of instruction:
Commercial and Management Studies:
Accountancy/Bookkeeping
Administration
Management
Personnel.
Humanities:
Contemporary and cultural studies
Philosophy
Humanities
Psychology.
Languages and Literature:
Literature.
Educational Studies:
Curriculum development
Educational administration
Educational policy analysis and management
Educational psychology
Child psychology and counseling
Language, reading and communication
Mathematics education
Pre-school education
Science education
Community education
Educational testing and evaluation.
Creative Arts:
Performing arts
Sculpturing
Design.
Physical Science:
Food Science.
Biological Science and Technology:
General biology and life sciences
Applied Biology
Environmental studies.
Medicine and Health Sciences:
Dental technology

	Health studies Public health and administration First aid. *Social Sciences:* Social work Community studies.
Length of courses:	*Minimum number of study hours/week/course:* 10. *Total number of weeks/course:* 14. *Total number of courses making up programmes:* 3.
Trend of development in DE resources and activities:	*Most dominant:* Printed correspondence texts Regional services Face-to-face tutoring Tutorial via mailing Kits Practical work. Study centres. *Dominant:* Radio via satellite Radio programme Tutorial via satellite Face-to-face counselling. *Least dominant:* Weekend schools.
Language of instruction:	English.
Admission requirements:	1. Completed Form IV secondary education 2. Be a current employee 3. Get recommendation from his/her employer; 4. Have some work experience of at least one year.
Number of students:	Number of current students: 159. Annual intake of DE students: 354.
Evaluation: *Continuous:*	1. Written assignments for submission 2. Written intermediate examinations.
Final:	1. Written final examinations.
Educational and employment arrangements for DE graduates:	Students who pass this non-credit programme with a B+ or above grading become eligible for admission to the new University Diploma programme in Early Childhood Education.

Profile of students in this level:

By Educational Background: Data not available.

By Employment:	(%)
Public-Full-time:	-
Private-Full-time:	70.0
Part-time:	10.0
Others:	20.0
Total:	100.00

By types of career:	(%)
In-service trainees:	-
Housewives:	15.0
Retire:	02.0
Others:	83.0
Total:	100.00

By gender:	(%)
Male:	00.1
Female:	99.0
Total:	100.00

Acceptance of certificates, diplomas, and degrees: Those with Preschool Certificate are accepted to teach in Infant Schools (Primary) in some regional countries. The course is also used to train Primary school teachers for infants.

PROGRAMME IV: *CERTIFICATE/DIPLOMA PROGRAMMES*

Level: Mixture of Sub-degree and Degree.

Titles of programmes offered in this level: Vocational Programme.

Courses of instruction:

Agricultural Sciences:
Rural sociology.
Commercial and Management Studies:
Accountancy/Bookkeeping
Administration
Finance
Management
Personnel
Public administration.
Languages and Literature:
Language: Fijian and other Pacific Languages as required for the Certificate in Language Studies electives
Basic translation techniques
Dictionary making.
Educational Studies:
Teaching English as a second language
Issue in language teaching.
Communication:
Journalism.
Engineering and Technology:
Engineering design.
Physical Science:
Chemistry
Food Science
Geological sciences
Physics.
Law:
Commonwealth and Pacific islands.
Social Sciences:
Economics
Geography: Regional
Social work
Sociology
Youth and Community studies.
Services:
Library and information studies

	Home economics.
Length of courses:	*Minimum number of study hours/week/course:* 10. *Total number of weeks/course:* 15. *Total number of courses making up programmes:* 30 at pre-degree and 105 at degree level.
Trend of development in DE resources and activities:	*Most dominant:* Printed correspondence texts Regional services Study centres. *Dominant:* Audio-cassettes Radio via satellite Face-to-face tutoring Face-to-face counselling Tutorial via satellite Kits Practical work. *Least dominant:* Video-cassettes.
Language of instruction:	English.
Admission requirements:	1. Be at least 23 years old to enter some of the programmes with entrance requirements 2. Be a current employee (for Certificate in Journalism) 3. Trained teacher award plus two years of experience (for TESL Certificate).
Number of students:	Number of current students: 547. Annual intake of DE students: 1,771.
Evaluation: *Continuous:*	1. Written assignments for submission 2. Written regular tests. 3. Attendance of regular workshops/seminars (for TESL and Journalism).
Final:	1. Written final examinations. 2. Final take-home assignments.
Educational and employment arrangements for graduates:	(1) Increments in pay both Civil Service and Private Sector; (2) Reimbursement of fees, and (3) In some cases, completion of a vocational programme enables advancement to internal degree studies.

Profile of students in this level:

By Educational Background:	(%)
Secondary school:	20.0
First degree:	05.0
Higher degree:	02.0
Others:	73.0
Total:	100.0

By Employment:	(%)
Public-Full-time:	20.0
Private-Full-time:	20.0
Part-time:	20.0
Others:	40.0
Total:	100.00

By types of career:	(%)
In-service trainees:	15.0
Housewives:	10.0
Retire:	02.0
Others:	73.0
Total:	100.00

By gender:	(%)
Male:	65.0
Female:	35.0
Total:	100.00

Acceptance of certificates, diplomas, and degrees: Final awards in the DE mode are accepted by employers and other institutions as the same as those taught on-campus.

SURVEY OF DISTANCE EDUCATION IN THE REPUBLIC OF SRI LANKA

COUNTRY PROFILE

The Republic of Sri Lanka (known as Ceylon until 1972) is an independent island state in the Indian Ocean lying off the southeast coast of Indian peninsular. The island is pear-shaped with a maximum length of 272 miles and a maximum width of about 140 miles forming an area of 25,332 sq.miles or 65, 610 sq.kms. It has a parliamentary form of government and a is member of the Commonwealth of Nations.

Economy, Population and Demography:

Its market economy is still precariously dependent upon the exports of its plantation products, especially tea, rubber, and coconuts, which are subject to fluctuations in the world market prices as well as to the influence of other factors beyond national control. Despite the efforts to reduce dependence upon imports, especially of food crops, the country remains dependent upon imports of rice, sugar, other food, and clothing. The country is rich with mineral deposits such as iron ore, graphite, and gemstones.

Sri Lanka is inhabited by a varied mixture of peoples who have immigrated to the island at intervals since remote times. The population of Sri Lanka is approximately 17 million divided into several groups. The two principal linguistic groups are the Sinhalese (73.5%) who generally are Buddhists and the Tamils (18,2%--Ceylon and Indian Tamils) who generally are Hindus. A major minority are the Muslims (Moors--7.05%) who are partly descended from Arab seafarers and speak Tamil. The growth rate is 1.5 (1987).

Language of Instruction:

Sinhala and Tamil. English is used as the medium of instruction in some institutions beyond primary education.

Educational System:

Education is free from kindergarten to university level. Almost all children between the ages of 6 and 11 attend school, and a high proportion continue until the age of 16 or 18. In Sri Lanka the formal education system comprises of (1) General education system (5-3-3-2): five years of primary, three years of junior secondary, three years of senior secondary and two years of collegiate, (2) Technical/vocational education to prepare skilled vocational and technical personnel to meet the needs of a growing economy and overcome the lack of sufficient skilled manpower for the diversification of the economy, and (3) Higher education providing college and university education. The literacy rate is around 90%.

Communication Infra-structure:

Sri Lanka has a complete communication infra-structure of radio, television, telephone, printing, and postal services. *Radio broadcast* is carried out by Sri Lanka Broadcasting Corporation (SLBC) providing AM and FM broadcast for nearly 4 million radio sets. *Television* is run by Sri Lanka Rupavahini (TV) Corporation established under Act No. 6 of the Parliament of the Democratic Socialist Republic of Sri Lanka in 1982, to carry out a Television Broadcasting Station within Sri Lanka, to promote and develop the service and maintain high standards in programming in the public interest. There are two TV networks, one Rupavahini and one independent TV, and about 50,000 TV sets in Sri Lanka. *Telephone* facilities are available in Colombo and big cities. During the last few years the number of telephones in the country has doubled. In 1987 the number of telephones per 100 persons was 0.54. More than half the telephones installed are in the district of Colombo. *Printing* facilities are available in Sri Lanka in government, semi government, and private organizations. In the government sector there is Government Printing Press and the State Printing Corporation. Some higher educational institutions such as the Open University of Sri Lanka (OUSL) and National Institute of Education have their own printing facilities. Sri Lanka's *postal system* was referred to as efficient and rapid in a reference to the mode of distribution of lesson material by the Sri Lanka Institute of Distance Education. The postal service in Sri Lanka is 175 years old and is supported at present by a fairly good network of roads and railways. In addition, there is a good *telecommunication* link using various international satellites making it possible for domestic and international communications via telephone, facsimile, audio and video transmission.

OVERVIEW OF DISTANCE EDUCATION:

Serious attempts in Sri Lanka to provide education through the distance mode is of recent origin. This was largely due to the fact that a fairly wide network of primary and secondary schools and opportunities for tertiary education, catering to the seemingly adequate needs of the population, the economy and the infra-structure of the state were available in the country even at the time of independence in 1948. Since 1972, there have been five institutions involved in distance education, namely (1) Ministry of Education's Distance Education Branch for Teacher Education programme (1972), (2) University of Sri Lanka's External Service Agency (ESA-1972), (3) Sri Lanka Institute of Distance Education (SLIDE-1976), (4) the Open University of Sri Lanka (OUSL-1980), and (5) National Institutes of Education (NIE-1985). Presently, only the last two distance education institutions are in operation as the first four have been absorbed by either the OUSL or the NIE.

Factors Leading to Establishment of Distance Education Programmes:

The formal education system is slow in adjusting to the new demands of various age groups for education and training. Distance education mode is far more versatile in meeting the demand for human resource development of the country.

Year of Establishment:

Since 1972 when the Ministry of Education offered a teacher education programme using the distance education approach.

Media for Distance Education:

Originally, media used in distance education programmes were mainly printed materials written in traditional lecture-note styles. SLIDE, after its establishment, began systematic development of printed materials for distance learners. The OUSL spent considerable resources from its inception for developing course material according to the accepted distance education format. Using print as the main medium, the OUSL makes use of a multi-media approach comprised of audio/video media, workshops, and tutorials at various study centres. Available are audio recording facilities, video recording studios, printing facilities, and laboratories for science and engineering programmes as well as regional/local study centres; a multi-media approach combined in varying degrees with assignments for continuous assessment, face to face sessions, tutorial sessions and laboratory demonstrations where applicable.

Sources of Financial Supports:

Sources of financial supports are from the government, student fees, and international assistance, namely UNESCO/UNDP, ODA, SIDA, the British Council, and the Japanese government.

Trends of Development in Distance Education:

No clear statement of government policy referring to planned expansion in distance education. However, institutions engaged in distance education have framed proposals mostly in the direction of diversifying the programmes. For example, the OUSL aims at a total intake of 30,000 students as the maximum it could handle with planned expansion in the Regional services, launching more programmes for (1) Certificate Programme in Journalism, (2) Postgraduate Diplomas in Management, Construction Management, Industrial Engineering, and Agricultural Engineering, (3) Bachelor's degree in Nursing, Education, and Social Sciences, and (4) Master of Education degree.

Legal Status:

Legal status of distance education in Sri Lanka is derived from that of each individual institution engaged in distance education although the term "distance education" was not mentioned in any legal documents associated with the establishment of the various institutions.

Aims:

To provide the opportunities for those in employment and others who cannot devote their full-time for studies, and thereby helping them to re-enter the education system and follow graduate courses.

Control and Management: Distance education in Sri Lanka is a national venture. The two institutions that provide distance education in Sri Lanka namely the Open University and the National Institute of Education are both government institutions receiving approximately 40% as a government grant from the University Grants Commission and the Ministry of Education and Higher Education respectively. As government institutions, both OUSL and NIE are controlled by authorities empowered to the administrative bodies by their respective ordinances.

The authorities of OUSL are (1) the Council as the executive body and governing authority, (2) the Senate vested with the academic authority to control the general direction of instruction, education, research and examination, and (3) the Faculty Boards in charge of initial approval of programmes or courses of study, examination, and other areas of academic interest before submission to the Senate for final approval. The university is headed by the Vice-Chancellor appointed by the President to be the principal executive and academic officer. Each of the three faculties is headed by a Dean.

The authorities of the NIE are (1) the Council and (2) the Academic Affairs Board responsible for advising the Council on academic affairs of the NIE concerning courses of study, admission of students, teaching programmes, and examinations. NIE is headed by a Director General who is the principal executive and academic officer assisted by three Assistant Director Generals. There are two departments, Department of Teacher Education and Department of Distance Education, each headed by a Director assisted by Chief Project Officers, and Project Officers, that carry out teacher education through distance.

Instructional System: Instructional systems adopted by both the OUSL and the NIE are based on a multi-media integrated approach suitable for the conditions available in a developing country such as Sri Lanka namely (1) Printed material as the major component of the study package, (2) Face-to-face contact sessions either at day schools or demonstrations and practical work, (3) Audio-video materials - limited, (4) Assignments and periodical assessment through examinations form a compulsory component of the study package in all programmes, and (5) Regional centres, study centres, and local facilities and practical training for students all over the country.

Geographical coverage: Nation-wide. The OUSL has four regional centres in Colombo, Jaffna, Kandy, and Matara, and 12 study centres. The NIE's Department of Teacher Education has 20 regional centres, and the Department of Distance Education has 98 centres and plans to expand the number of its centres to 180 on the basis of at least one centre in each Divisional Office area.

Research Activities: Research activities in distance education conducted as parts of Master's and Doctoral theses and regular research projects are in the areas of distance teacher education approaches, structure and conduct of diploma correspondence course, student drop-outs, and cost effectiveness of distance teacher training.

Enrollment and Graduates in Distance Education Programmes: Enrollment at the OUSL in 1991 was 15,926. The total number of graduates since 1982 is 12,698. At the NIE, the total enrollment is 42,000 (35,000 for the Department of Distance Education and 7,000 for the Department of Teacher Education's Post Graduate Diploma in Education Programme). The number of graduates since the establishment is 10,059.

Problems and constraints: (1) Need to maintain a continuous dialogue with student clientele and to provide them sufficient support facilities to enable self learning, (2) Inadequate time and resources to make the full use of radio and television broadcasts and telephone facilities, (3) Lack of cultural base for home study built around the availability of books, papers, and media facilities and the lack of positive attitude towards self study, (4) Need for external supports to home-based students to carry on their learning tasks and to help them get away from a style of learning they are accustomed to within the formal school system, (5) Need for more systematic interactions to maximize dialogue within groups that are socially and culturally alienated from the main stream, (6) Need for skill practice and learning to learn to supplement theory especially in the case of students who are entering the educative process after a lapse of time, (7) Need to create necessary infrastructure such as regional centres and study centres, office buildings, laboratories and workshops, as well as media production facilities, (8) Financial shortages on the part of students, resulting in a high drop-out rate, (9) The content of distance education programmes tends to be molded more or less on the model of conventional programmes available to younger and institutionalized full-time students.

International Affiliation and Cooperation: AAOU, ICDE, DERRC (Distance Education Regional Resource Centre), IACE (International Association for Continuing Engineering Education), and Association of Commonwealth Universities.

LIST OF DISTANCE EDUCATION INSTITUTIONS:

1. The Open University of Sri Lanka
2. National Institute of Education.*

*Survey information not available

THE OPEN UNIVERSITY OF SRI LANKA

INSTITUTIONAL DATA

Year of Establishment: 1980.

Name of Head: **Professor D. S. Wijeyesekara**
Position: *Vice Chancellor*
Address: P.O Box 21
Nawala, Nugegoda
SRI LANKA
Telephone: 55-3615
Telex: 22316 GARMONS CE
Fax: (941) 43-6858

Nature of institution: The Open University of Sri Lanka (OUSL) was established as national, single-mode distance teaching institution by the Universities Act No. 16 of 1978, Part IV Section 23 (i) stating that "...the Minister may in consultation with the Commission by an Order (hereinafter referred to as an "Open University Order") ...to establish an Open University ... for the purpose of providing higher educational facilities to those who are not students of any other institutions referred to in Sections 21, 22, 24, and 25." The Order under Section 23 came on May 8, 1980 and the Open University of Sri Lanka came into existence.

Educational levels provided for DE programmes:

1. Pre-degree
2. Diploma/Certificate
3. First Degree
4. Postgraduate
5. Continuing education;
6. Community education: Courses for adults not leading to certification.

Titles and levels of DE programmes:

Title	*Level*
1. Professional English Entrepreneurship Pre-school Education Textile Technology Journalism	Certificate

2. Management Technology Distance Education	Diploma
3. Bachelor of Law (L.L.B) Bachelor of Science (B.Sc.) Bachelor of Technology (B.Tech)	First Degree
4. Education Management	Post Graduate Diploma
5. Master of Philosophy (M.Phil.)	Master's Degree

Governance: A national establishment.

Objectives:

1. Economic development
2. National development
3. Personal development
4. Vocational development
5. Life-long recurrent education
6. Expansion of educational opportunity
7. Equality of educational opportunity
8. Training of skilled manpower
9. Cost-effectiveness
10. Teacher Education and Training
11. Vocational training
12. To provide opportunities for university education to those who cannot enter traditional universities because of their limited intake.

Sources of financial support of DE programmes: *Tuition Fees:* The student pays all tuition expenses by himself/herself in the amount of US$ 24-115. Students in Post Graduate Diploma in Education are required to pay half of the fee of US$26-33. The rest is paid by Ministry of Education.
Bursary Scheme for needy students who perform well in examinations is available in a limited scale.
Budget: Approximate annual budget for distance education of the OUSL for 1990 was US$1,583,300. Other sources of revenue were from a government grant in the amount of US$ 950,000.

Trends of development of DE resources and activities: *Expanded:*

Financial provision
Distance education programmes
Study materials and textbooks
Teaching force
Variety of courses offered
Audio-visual aids.

Decreased:

Broadcasting programmes

Stable:
Local study centres
Communication equipment
Face-to-face sessions
Library resources.
Not applicable: None.

Trends of enrollment in DE Programmes: Increasing.

Number of current DE students: 15,926.

Number of annual intake of DE students: Varied during the year.

Number of students currently enrolled in each DE level:

1. Foundation	2,941
2. Certificate	3,431
3. Diploma	3,381
4. First degree	2,464
5. Post Graduate Diploma	2,015
6. Computer awareness	1,694

Number of annual DE graduates: *Number of graduates:*

1982	405	1986	1,654
1983	1,929	1987	840
1984	909	1988	1,841
1985	1,650	1989	3,470

Accumulative number of DE graduates: 12,698 since the establishment of DE programmes.

Components of personnel in DE: A mix of full-time and part-time faculty members. Part-time faculty members are visiting lecturers, tutors, etc.

Number of full-time staff: Academic 245; Non-academic 332; Total: 577.

Number of part-time staff: Academic: 516.

Number of Courses and programmes: Number of courses offered: 372.
Number of programmes offered: 16.

Production of teaching materials/media: Teaching materials and media are produced by faculty members both full-time and part-time; members of course teams from other institutions; and external consultants. Course teams prepare syllabi. Once approved by the Senate and the Council, appointed lesson writers prepare manuscripts which are edited by academics and staff from the Educational Technology Unit. The stages are (1) Course team meetings, (2) Course proposals submitted for approval by Faculty Board, the Senate, Curriculum Sub-committee, the Council, and University Grant Committee where relevant, (3) Appointment of lesson writers, (4) Preparation of manuscripts, and (5) Editing.

Regional/Study Centre: Available.

Number of regional and local study centres:
Regional Centres: 4.
Local Study Centres: 11.

Operators of these centres: Regional Directors, and Local Study Centres by officers in charge.

Sources of financial support: Solely from the OUSL.

Major functions of the Regional and Study Centres:

1. Distribution of course materials,
2. Collection and distribution of assignments,
3. Conducting day schools,
4. Providing tutorial sessions
5. Providing counselling services,
6. Providing library and audio/video facilities,
7. Conducting examinations
8. Registration of new students.

Overall student Profile:

Age:

Years:	*Proportion* (%)
Under 21	2.0
Between 21-30	50.0
Between 31-40	30.0
Between 41-50	16.0
Between 51-60	2.0
Over 60	0.2
Total:	100.0

Gender:

Sex:	(%)
Male	65.0
Female	35.0
Total:	100.0

Income: Data not available.

Geographical distribution:

Areas:	(%)
Urban	65.0
Rural	35.0
Total:	100.0

Ethnic and Occupational Composition of DE Students:

Ethnic: Data not available.

Occupational: Data not available.

Future development: Possible distance education development in the next 5-10 years are: (1) New programmes and new courses for existing programmes; (2) The establishment of the Audio-Visual Education Centre which will lead to an increased proportion of audio-visual materials in the multi-media packages, (3) Increase in number of study centres; and (4) Improving regional library facilities.

Major obstacles for implementing distance education: (1) Student drop-out problem; partly caused by fees as the UGC grant comes to only about 40% of the expenditure, expenditure on improvement gets passed on to the students; and (2)Because of the present policy of allowing private educational establishments to be set up, there is competition from these institutions that offer full-time face-to-face instruction, which makes course duration shorter and therefore more attractive.

Affiliation with regional and international DE organizations: AAOU; ICDE; DERRC, and IACE (International Association for Continuing Engineering).

PROGRAMMES, MEDIA, METHODS, & EVALUATION

List of DE Programmes:

1. Foundation Courses in Sciences, Technology, Social Studies;
2. Certificate in (1) Professional English, (2) Pre-School Education, (3) Entrepreneurship and Small Business Management, and (4) Textile Technology;
3. Diploma in (1)Management, and (2) Technology;
4. Bachelor of (1) Science, (2)Law, and (4)Technology
5. Post Graduate Diploma in Education

PROGRAMME I: *FOUNDATION COURSES*

Level: Pre-degree.

Titles of Programmes in this educational level:

Title:	Level:
1. Foundation Courses in Sciences	Pre-degree
2. Foundation Courses in Technology	Pre-degree
3. Foundation Courses in Social Sciences	Pre-degree

Courses or programmes of instruction:

Engineering and technology:
Engineering Drawing
Materials science and metallurgy: Properties of Materials
Principles of Electricity
Heat and Fluids
Language:
English
Physical Science:
Chemistry
Physics
Biological Science and Technology:
Zoology
Botany
Mathematics:
Mathematical sciences
Applied Mathematics
Social Sciences:
Economics
Geography
Government and Politics
Introduction of Management.

Length of course:

Minimum number of study hours per week per course: 7 hours.
Total number of weeks per course: 7-10 weeks.
Total number of courses making up programmes: 6 courses.

Media and method:

Most dominant:
Printed texts
Face-to-face tutoring
Day schools for English Course
Dominant:
Practical work
Regional services
Audio-cassettes

Face-to-face counselling
Study centres
Least dominant: None.

Language of instruction: *Sinhala* and *Tamil* for Foundation courses in Science, Technology, and Social Studies, and *English* for Foundation courses in Science and Technology.

Entrance requirements:
1. Reaching the age level of 18 years;
2. Having an adequate background to be able to follow the courses.

Number of students: 2,941.

Annual intake of DE students: Data not available.

Evaluation system:
Continuous:
1. Written assignments for submission,
2. Attendance of regular workshops/seminars.

Final: Written examinations.

Educational and employment arrangements for graduates: None. Certificates are not equivalent to any in the formal system, but the holders can proceed to other Certificates and Diploma programmes at the OUSL.

Profile of students in this level: Data not available.

Acceptance of final award, certificates, and degrees: Not accepted as equal to a comparable award given by non-distance education institutions.

PROGRAMME II: *CERTIFICATE PROGRAMMES*

Level: Certificate.

Titles of Programmes in this level:

1. Certificate in Professional English Programme
2. Certificate in Pre-School Education Programme
3. Certificate in Entrepreneurship and Small Business Management Programme
4. Certificate in Textile Technology Programme.

Courses or programmes of instruction:

1. For Entrepreneurship and Small Business Management:
   Commercial and management studies:
      Accountancy/Bookkeeping
      Finance Management
      Small Business Management
      Marketing Your Products
      Setting Up Small Business Venture
      Production Management.
2. For Professional English Programme:
   Languages and literature:
      English Language.
3. For Pre-School Education Programme:
   Educational Studies:
      Philosophy and Principles of Education
      Child Psychology
      Development of Language Skills
      Creative Activities and Aesthetic Education
      Development of Mathematical Concepts
      Exploration of Environment
      Physical and Health Education
      Organization and Maintenance of Pre-schools
      Home and School
      Creches Management and Parental Involvement
      Integrated Approach in Teaching.
4. For Textile Technology Programme:
   Engineering and technology: Textile technology.

Length of course:

Minimum number of study hours per week per course: 7 hours.
Total number of weeks per course: 6-10 weeks.
Total number of courses making up programmes:

Professional English	5 courses
Pre-school Education	11 Courses
Entrepreneurship and Small Business	5 Courses
Textile Technology	16 Courses.

Media and methods:

Most dominant:
Printed texts
Face-to-face tutoring
Telephone counselling
Regional services
Day schools
Weekend schools
Practical work.
Dominant:
Audio-cassettes
Study centres
Video cassettes
Television programmes
Face-to-face counselling
Kits.
Least Dominant:
Radio.

Languages of instruction:

Sinhala, *Tamil*, and English for Entrepreneurship and Textile Technology Programmes; and Sinhala and English for Pre-school Education Programme.

Admission requirements:

1. Reaching the age level of 18 years;
2. It is advantageous to have general proficiency equivalent to GCE Ordinary Level;
3. (For Professional English students) Passing a placement test.

Number of students:

3,431.

Annual intake of DE students:

Data not available.

Evaluation system:

Continuous assessment:

(1) Written assignments for submission, (2)Attendance of regular workshops/seminars at regional or study centres, (3) Practical work, and (4)Teaching aids production for Pre-school Education students.

Final assessment:

Written final examinations
Oral final examinations
Final take-home assignments
School observations
Practice teaching
Teaching aids production.

Educational and employment arrangements for graduates:

None.

Student profile in this level: Data not available.

Acceptance of final award, certificates, and degrees: Accepted as equal to a comparable award given by a non-distance education institution, such as Pre-school Certificate is recognized at the government level by local government authorities that run pre-schools for appointing teachers.

PROGRAMME III: *DIPLOMA PROGRAMMES*

Level: Diploma.

Titles of programmes:
1. Diploma Programme in Management
2. Diploma Programme in Technology.

Courses of instruction:

For Diploma Programme in Management:

Commercial and management studies:
- Finance Management
- Management
- Marketing Management
- Management Process
- Economics and Statistics
- Human Resource Management
- Computer Application in Management
- Production Management and Quantitative Methods
- Contract Law
- Export Marketing.

For Diploma Programme in Technology:

Engineering and technology:
- Civil engineering
- Computer technology, programming
- Electrical, electronic and microelectronic
- Mechanical Engineering
- Textile Technology.

Mathematics:
- Computing, Computer Science
- Mathematical sciences
- Statistics.

Length of course:
Minimum number of study hours per week per course: 7 hours.
Total number of weeks per course: 6 weeks.
Total number of courses making up programmes:
Management 10 courses; Technology 10 courses.

Media and methods:
Most dominant:
Practical work
Printed texts
Regional services
Study centres
Video tutoring
Weekend schools.

Dominant:
Face-to-face tutoring
Face-to-face counselling
Least dominant:
Audio-cassettes
Computer assisted learning
Day schools.

Languages of instruction: *Sinhala* and English for Diploma Programmes in Management, and *Sinhala, Tamil,* and English for Level I-II of Diploma Programme in Technology while only English is used in Level III-IV.

Entrance requirements:
1. For Management-completed GCE Ordinary Level; For Technology-Foundation Courses Level I and II of the OUSL;
2. Reaching the age level of 18 years.
3. Being employed in a relevant discipline is advantageous.

Number of students: 3,381.

Annual intake of DE students: Data not available.

Evaluation system:
Continuous:
1. Written assignments for submission
2. Attendance at the local study centre

Final:
1. Written final examinations
2. Final take-home assignments
3. Practical training for Diploma in Technology students.

Educational and employment arrangements for graduates: None.

Profile of Students in this level: Data not available.

Acceptance of final award, certificate, and degree: Accepted as equal to a comparable award given by a non-distance education institution such as the Diploma in Technology is recognized by Institute of Engineers; Diploma in Management recognized as equivalent to those granted by Technical Colleges.

PROGRAMME IV: *BACHELOR DEGREE PROGRAMMES*

Level: First degree.

Titles of programmes in this level:
1. Bachelor of Science (B.Sc.)
2. Bachelor of Law (L.L.B)
3. Bachelor of Technology (B.Tech)

Courses or programmes of instruction:

For Bachelor of Technology

Engineering and technology:
- Civil engineering
- Computer Engineering
- Electrical, electronic and microelectronic
- Mechanical Engineering

For Bachelor of Science

Physical Science:
- Chemistry
- Physics

Biological Science and Technology:
- General Biology and life sciences
- Environmental studies
- Genetics

Mathematics:
- Mathematical sciences

For Bachelor of Law

Law:
- Constitutional Law
- Criminal Law
- Commercial Law
- Jurisdiction Law
- International Law
- Tax Law

Length of course: *Minimum number of study hours per week per course:* 7 hours.
Total number of weeks per course: 7-10 weeks.
Total number of courses making up programmes: B.Sc. 21 courses; L.L.B 17 courses; and B.Tech 12 courses.

Media and methods: *Most dominant:* Printed texts
Practical work
Regional services
Dominant: Audio-cassettes
Television programmes
Face-to-face counselling

Face-to-face tutoring
Day schools
Evening schools
Weekend schools
Study centres
Video cassettes.
Least dominant: None.

Language of instruction: *Sinhala, Tamil,* and English. For final year, only English is used.

Entrance requirements: (1) For Law Programme only--pass a competitive entrance examination; (2) For B.Sc. and L.L.B completed GCE "A" Level and for B.Tech-OUSL Diploma Level. (3) Reaching the age level of 18 years; and (4)Pass OUSL Foundation Levels I and II;

Number of students: 2,464.

Annual intake of DE students: 1,000 for Law programme. No limit for other programmes.

Evaluation system:
Continuous assessment:
1.Written assignments for submission
2.Written regular tests
3.Attendance of regular workshops/seminars.

Final assessment:
1.Written final examinations
2.Written and oral examinations
3.Final take-home assignments.

Educational and employment arrangements for graduates: None.

Profile of Students in this level:
By Educational Background: Data not available.
By Employment: Data not available.
By types of career: Data not available.
By gender:

	(%)
Male:	63.0
Female:	37.0
Total:	100.00

Acceptance of final award, certificates, and degrees: Accepted as equal to a comparable award given by a non-distance education institution. L.L.B is accepted by Council for Legal Education. Graduates have already received appointments requiring degree qualifications.

PROGRAMME V: *POST GRADUATE DIPLOMA PROGRAMME*

Level: Postgraduate.

Title of programmes offered in this level: Postgraduate Diploma in Education

Courses of instruction: *Educational Studies:*

- Curriculum, School and Society
- Educational Administration and Management
- Educational Psychology
- Principles of Education
- Techniques of Teaching
- Assessment of Learning Outcomes
- Special Methods of Teaching Various Subjects
- Student Adjustment and Counselling
- Comparative Education and Education problems
- Teaching Practice.

Length of course: *Minimum number of study hours per week per course:* 7 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 8 courses plus practice teaching.

Media and methods: *Most dominant:*
Printed texts
Face-to-face counselling
Practical work
Regional services.
Dominant:
Face-to-face tutoring
Day schools
Weekend schools
Audio-cassette
Video cassettes
Television programmes
Study centres.
Least dominant:
Radio.

Language of instruction: *Sinhala* and *Tamil*.

Admission requirements:

1. Pass a competitive entrance examination;
2. Completed first degree;
3. Reaching the age level of over 18 years;
4. Be a current employee;
5. Having three year of teaching experience as a teacher.

Number of students: 2,015.

Annual intake of DE students: Ranging from 1,000-2,000.

Evaluation:

Continuous: Written assignments for submission
Attendance of regular workshops/seminars at the other institution

Final assessment: Written final examinations
Practice teaching.

Educational and employment arrangements for graduates: No educational or employment arrangements are provided to the graduates. However, an increment of salary is provided for government employees.

Profile of students in this level:

By Educational Background: Data not available.
By Employment: Data not available.
By types of career: Data not available.
By gender:

	(%)
Male:	43.0
Female:	57.0
Total:	100.00

Acceptance of final award, certificates, and degrees: Accepted as equal to a comparable award given by a non-distance education institution as it is recognized by the Ministry of Education as satisfying the efficiency bar requirement and by other universities for registering for higher degrees in Education.

SURVEY OF DISTANCE EDUCATION IN THAILAND

COUNTRY PROFILE

Thailand, known as Siam until 1939, is a country of Southeast Asia located in the center of mainland Southeast Asia. With an area of 198,456 square miles (514,000 sq.km), Thailand is bordered by Laos and Myanmar in the North, Laos and Kampuchea in the East, Burma and the Andaman Sea in the West, and Malaysia in the South. The capital is Bangkok.

Economy, Population and Demography: A market economy with the estimated Gross Domestic Production growth rate of 12.0% (1990). Exports of agro-industrial products, such as rice and textiles, and the tourist industry account for the major sources of national income. Thailand has a population of 56.5 million (1990), 43% of which are under 15 with a growth rate of 1.6%. Only about 5.5 million cluster in Bangkok, while 90% of Thais live in the rural areas. The majority of the people are engaged in agriculture, forestry, and fishing. Men and women are treated equally in terms of job opportunities and social status.

Language of Instruction: Thai with the writing system derived from the Indian Pali and Sanskrit. Foreign languages are not allowed to be used as media of instruction except in international schools and in teaching and learning the languages. There are three major dialects: Southern, Northern, and Northeastern. People from other parts may understand the different dialects without much difficulty.

Educational System: Education in Thailand is handled by three government agencies: The National Education Commission (NEC) is in charge of national educational plan and educational policies, the Ministry of Education is in charge of formal, non-formal, and vocational education, teacher training, religious affairs, and fine-arts, and the Ministry of University Affairs is in charge of higher education.

Thailand's general educational system is 6:3:3, with six years compulsory elementary education (Age 7-12), three years lower secondary education, and three years upper secondary education. Pre-school education is also available for children age two to five years old. The literacy rate is 97%.

Higher education, offering the Bachelor, Master, and Doctorate degree, is provided by 20 national universities and institutes, more than 20 private universities, and a number of private colleges. It usually takes 4-8 years for a Bachelor's degree, 2-5 years for a Master's degree, and 2-5 years for a Doctorate degree. Students with a higher vocational certificate or an associate degree may take only 2-4 years for a Bachelor's degree. Distance education institutions are available allowing the students to spend 4-12 years for a Bachelor's degree.

Teacher training is provided by the various Faculties of Education in national universities in the Ministry of University Affairs, and by 36 teacher training colleges in the Ministry of Education offering a variety of certificates and first degrees in Education, Management Science, Sciences, Humanities, and Communication Arts.

Technical and vocational education are provided by the Ministry of Education's Department of Vocational Education (through more than 120 technical colleges and schools) and the Rajamangala Institute of Technology (through more than 30 technical colleges and eight faculties).

Non-formal education is provided by the Department of Non-Formal Education offering functional literacy programmes as well as normal elementary and secondary education programmes via distance learning, and face-to-face schooling.

Communication Infrastructure: Thailand has a comprehensive communication infrastructure of radio, TV, telephone, postal services, printing, and transportation. There are more than 300 AM/FM radio stations for more than 16 million radio sets. Television is broadcast by five television net works (Channel 3, 5, 7, 9, and 11) reaching 5 million TV sets covering 90% of populated areas, and cable TV services in Bangkok and big cities. Domestic and international telephone services are possible via about one million numbers with the plan to increase by another three million by 1994. Postal services are highly reliable. There are post offices in every district reaching all villages. Printing services are available in all parts of the country.

OVERVIEW OF DISTANCE EDUCATION:

Thailand has a long history of distance education since the establishment of the University of Morality and Political Science (now Thammasart University) with an open admission policy called "Talard Wicha (Academic Market)" in 1933.

Historical Background: In the early 1960's, Thammasart University unfortunately abolished the academic market policy and adopted the traditional system, despite the existing demand for this type of open admission university. Consequently, to meet the increasing demands of secondary school graduates who failed to gain admission to national universities, Ramkamhaeng University was established in 1971 modelled after the former system of Thammasart University as a triple-mode distance education institution offering degree education to three groups of students: (1) class attending students, (2) working adults dwelling far away who are unable to attend regular classes at all, and (3) working adults who, if they wish, may attend classes on an irregular basis. In 1978, Sukhothai Thammathirat Open University (STOU) was established as a single-mode distance education institution targeting working adults who, for whatever reason, are not able or do not need to attend regular classes. For elementary and secondary education, distance education is provided by the Department of Non-Formal Education, Ministry of Education.

Factors Leading to Establishment of Distance Education Programmes:

(1) Need providing multiple opportunities for secondary school graduates and working adults to pursue higher education certificates and degrees, (2) Increasing demands for continuing, life long education for those in the work force to upgrade the quality of their life and their work to keep up with scientific and technological advances, and (3) Need for providing non-formal education to those who have not earned elementary and secondary education certificates.

Year of Establishment:

Since 1933 with the establishment of the University of Moral and Political Sciences. However, the full distance education concept was started with the establishment of STOU in 1978.

Media for Distance Education:

The use of instructional media for distance education varie according to institution.

STOU makes used of the print based approach, i.e printed self-instructional texts augmented by audio-cassettes, radio/TV programmes, tutorials, practical work at study centers, and intensive training for those who have completed all course work.

For the group of lecture-attending students, the RU uses lecturing, and texts, mostly written in traditional styles. For distance learning working students, texts, radio, and TV programmes are employed. Tutorials are not provided by the University, but arranged by the various students' clubs. Commercial tutoring outside the university's compound are available.

The DNFE's distance education activities are carried out at Provincial Non-Formal Education Centers and provincial secondary schools. Printed materials and interest groups are two major media used in the delivery system.

Sources of Financial Supports:

(1) The institutions' income from students' tuition fees for operational costs, (2) government supports for salaries and construction, (3) investments, and (4) assistance from external

organizations. At STOU, for example, the financial support from the government ranges from 15 to 30% (22.88% in 1990 and 26.98 in 1991).

Trends of Development in Distance Education: Limited growth and expansion of new distance education institutions. In existing distance education institutions, possible development is in the form of new schools and programmes of studies from Certificates and Bachelor's degree programmes to higher degrees. The growth of student enrollment is increasing, but may not reach the enrollment of a decade ago.

Legal Status: All distance education institutions have full legal supports by their own Royal Charters passed by the Parliament and enacted by Royal commands.

Aims: Generally based on the philosophy of continuing, life long education aiming at "providing" and "expanding" multiple opportunities for people who did not earn certificates or degrees from conventional educational institutions; and upgrading the quality of their life and work.

Control and Management: Each distance education institution of higher learning under the Ministry of University Affairs is controlled by the University Council, the supreme governing board, the Academic Senate, and the Board of Studies for each School or Faculty. The institution is managed by a President, Vice-Presidents, Deans of Schools, and Directors of Offices, Centers, and Institutes, and Heads of Departments or Divisions.

Instructional System: Each distance education institution has developed its own instructional and delivery systems. Among the three distance education institutions, STOU has systematically developed its "STOU Plan" as a master model for curriculum development, multi-media packages production, delivery system and educational services, and evaluation.

Geographical coverage: Through a good network of communication, the coverage of distance education is nation wide reaching more than 90% of the populated areas via postal services, radio and television broadcast, regional and local study centers, and community resources such as provincial public libraries, non-formal education centers, provincial colleges, universities, secondary schools, hospitals and agricultural extension centers.

Research Activities: Research activities in distance education institutions are of two categories: academic and institutional research. Academic research activities are related to the various specialized areas within each school, while institutional research activities are aimed at obtaining information for the improvement of the institution and distance educational system.

Enrollment and Graduates in Distance Education Programmes:

Generally on the upward trend for all distance educational institutions. Before 1987 the enrollment decreased, but since 1988 it has been increasing for both STOU and RU. Presently, the two distance education institutions have conferred degrees to more than 329,000 graduates (more than 218,000 from the RU and 111,000 from STOU).

International Affiliation and Cooperation:

UNESCO, ICDE, AAOU, DERRC, and various governments such as the United Kingdom, Japan, Canada, and the United States.

Problems and Constraints:

Problems involved mostly are (1) administration and management, (2) shortage of personnel in some specialized areas, (3) shortage of certain communication and educational technology infrastructure, and (4) inadequate points for delivery system.

LIST OF DISTANCE EDUCATION INSTITUTIONS:

There are presently three institutions involved in providing distance education:

1. Sukhothai Thammathirat Open University
   Ministry of University Affairs
2. Ramkamhaeng University
   Ministry of University Affairs
3. Centre for Educational Technology
   Department of Non-Formal Education
   Ministry of Education.

SUKHOTHAI THAMMATHIRAT OPEN UNIVERSITY
MINISTRY OF UNIVERSITY AFFAIRS

INSTITUTIONAL DATA

Year of Establishment: 1978.

Name of Head: **Dr. Iam Chaya-Ngam**
Position: *Professor/President*
Address: 9/9 Muang Thong Thani Road
Bangpood, Park Kred
Nontaburi 11120, THAILAND.

Telephone: (662) 573-0030-3 (100 Lines).
Telex: UNISUKO TH
Fax: (662)573-5890; (662)573-5818.

Nature of institution: Established as a national, single mode distance education university by the STOU Royal Charter on September 5, 1978 addressing to home-based students. Presently, there are ten Schools: Liberal Arts, Educational Studies, Management Sciences, Law, Health Sciences, Economics, Home Economics, Political Sciences, Agricultural Extension and Cooperative, and Communication Arts. In 1992, the School of Science and Technology will be established. The University is located on a 54 acre piece of land in Nontaburi Province 18 kilometres North of Bangkok.

Educational levels provided for DE programmes:
1. Certificate.
2. Bachelor's Degree.
3. Master's Degree.

Titles and levels of DE programmes:

A. CERTIFICATE LEVEL
1. Single Course Certificate of Achievement Programme
2. One-Year Certificate Programmes
3. Two-Year Certificate Programmes.

B. BACHELOR'S DEGREE LEVEL
1. Bachelor of Arts-B.A
2. Bachelor of Education-B.Ed
   (Two- and Four-Year)
3. Bachelor's Degree in
   Management Science-B.B.A

(Four-, Three-, and Two-Year
Degree Programmes)
4. Bachelor of Law Degree-LL.B
   (Four- and Three-Year Degree Programmes)
5. Bachelor's Degree in Public Health-B.P.H
   Bachelor's Degree in Nursing-B.N.
   (Four- and Two-Year Degree Programmes)
6. Bachelor's Degree in Economics-B.Econ.
   (Four-, Three- and Two-Year Degree Programmes)
7. Bachelor's Degree in Home Economics-B.H.Econ.
   (Four- and Two-Year Degree Programmes)
8. Bachelor's Degree in Political Science-B.S (Pol.Sc.)
   (Four-Year Degree Programme)
9. Bachelor's Degree in Agricultural
   Extension and Cooperative-B.S.(Ag.Ext.Coop)
   (Four- and Two-Year Degree Programme)
10. Bachelor's Degree in Communication Arts-B.A (Com.Arts)
    (Four- and Three-year Degree Programmes)

C. MASTER'S DEGREE LEVEL
(Approved by Ministry of University Affairs to
commence in 1993).

1. Master of Education Programme (M.Ed.) in
   Educational Administration,
2. Master of Education Programme (M.Ed.) in
   Curriculum and Instruction,
3. Master of Education Programme (M.Ed.) in
   Educational Technology and Communications.

Governance: STOU was established as a national university under the Ministry of University Affairs in response to individual and societal needs of the Thais.

Objectives: According to its mission, STOU in response to individual and societal needs, holds to the principle of life long education and aims to develop the quality of life of people generally by increasing the level of knowledge of working people and expanding the educational opportunities for secondary school graduates. This is accomplished by establishing a distance teaching system which employs integrated, multimedia consisting of print, correspondence media, radio and TV broadcasts, and other relevant techniques to enable students to study on their own without attending regular classrooms. To accomplish this mission, STOU aims to achieve the following objectives:

1. Personal development
2. Expansion of educational opportunity
3. Life-long recurrent education
4. Teacher Education and Training

5. Training of skilled manpower
6. Economic development
7. National development
8. Political and economic ideology
9. Promotion of democracy.

Sources of financial support: *Tuition Fees:* The student pays all tuition expenses for 3,000 Baht (US$ 120.00) per year. (150 Baht (US$ 6) for registration fee and 450 Baht (US$18) for a six-credit course; one to three 6 credit courses per semester).

Budget: App. 291.4 million Bath for 1991 from the University's revenue (73.02%), and 118.229 million baht from the government (26.98%) totalling 438,229,000 Baht (US$ 17.18 million) allocated for salaries, wages, remuneration, sundry, supplies, utilities, teaching aids, land and construction, and subsidies.

Other sources of income: None for 1991. During the past ten years, STOU got support from various international organizations and governments such as UNESCO, the British Council, the Japanese government (for construction of the Educational Broadcasting Production Center totalling nearly US$12 mil.), and the German government for the Office of University Press.

Trends of development of DE resources and activities:

Expanded:
Financial provision
Distance education programmes
Local study centers
Telecommunication equipment
Materials and textbooks
Teaching forces
Variety of programmes and courses offered
Library resources.
Decreased:
Broadcast programmes.
Stable:
Face-to-face sessions.
Audio-visual media

Trends of enrollment in DE Programs: Increasing. The enrollment in 1991 was 80,000; increased from 67,398 in 1990. There was a declining trend from the initial intake of 82,139 in 1980-1 to 48,500 in 1987. Since then the enrollment has been increasing.

Number of current DE students: During 1980-1987, the total enrollment was 471,916 out of which 111, 696 graduated. Taking into account the dropout rate of 35%, more than 148,000 students continue. From 1988-1991, the enrollment was about 248,000. After the graduates and the dropout, there are currently nearly 450,000 students including non-regular students in single-course certificate of achievement programmes and participants attending training programmes.

Number of annual intake of DE students:

Year	*No. of students*	*Year*	*No. of students*	*Year*	*No. of students*
1991	80,000	1987	48,500	1983	46,900
1990	67,398	1986	61,687	1982	69,046
1989	52,831	1985	79,990	1980-1	82,139
1988	49,420	1984	83,640		

Number of students currently enrolled in each DE level:

Level:	*No. of Students*
Certificate	5,000
First Degree	445,000
Master's Degree	(To admit students in 1993).

Number of DE graduates:

Annually:(1982-89) 13,962.

Accumulative: 111, 696 from 1982-1989 (107,001 for degree and 4,695 pre-degree). The average length of time spent by students to complete their studies in the two-year, three-year, and four-year programmes are 3.02, 3.84, and 4.5 years respectively.

Year	*No. of Graduates*	*Year*	*No. of Graduates*
1989	13,895	1985	11,770
1988	14,812	1984	11,487
1987	15,021	1983	17,237
1986	13,185	1982	9,594

Components of personnel in DE:

A mix of full-time and part-time academic and non-academic staff.

Number of full-time staff:

1991 Full-time Personnel:

Government officials	1,132
Academic (403)	
Academic Support (226)	
Administrative (503)	
Permanent employees (Government Budget)	193
Permanent employees (University Revenue)	262
Temporary employees	398
Total	1,985

Number of part-time staff:

About 4,000 part-time academic and professional staff from conventional universities, public agencies and private firms appointed as external experts in the various course teams for course-ware and media production, conducting tutorial sessions, and writing test and examinations.

Number of Courses and programmes: *No. of Courses:* 443 courses (6-credits each) covering more than 6,645 distance learning units and 19,935 modules. These are exclusive of three-credit courses offered for (1) training programmes, (2) joint projects with other government and private agencies, and (3) five-credit courses for Master's degree programmes.
No. of Levels: Three.
No. of Programmes: Certificate 8; Bachelor's Degree 47; Master's Degree 3.

Production of teaching materials/media: Teaching materials and media for each course are produced by a course team consisting of 9-11 members (5-7 content specialists, one educational technologist, one test specialist, one editor, and one course secretary. One of the content specialist is appointed as Chair).

After the course team for each new course is appointed by the Academic Senate, the course team meets 18-24 times to appoint writers for the 15 units, approve content analysis and concept mapping. Then the *Content Specialists (CS)* begin writing self-instructional units and modules (15 units; 3-5 modules for a unit), the *Educational Technologist (ET)* begins producing radio/TV programmes, audio-cassettes, and tutorial packages, and the *Test Specialist (TS)* prepares pre-tests, post-tests, and other types of assessment. Finally, the course team approves the final content presentation of each unit, and forward the final manuscript for publishing. All distance education packages are produced according to the *"STOU Plan"* a systems model for Multi-Media DE Package Production.

The production stages for each type of media are as follow:
A. Printed Media: (1) Analyze content, (2) write concept maps, (3) write lesson plans, (4) write the body of content, (5) assign practical activities, (6) provide feedback, (7) prepare self-pretests/post-tests, and (8) prepare accompanying workbooks. The final printed media package consists of 2-3 volumes of printed texts and 2-3 volumes of workbooks.
B. Supplementary Media: (1) produce 10-15 Radio programmes, (2) produce 3-5 TV programmes, (3) produce 1-3 audio-cassettes, (4) produce 10-15 hours tutorial packages for selected courses.

Regional/Study Centers: Available in the forms of regional centers, local study centers, special study centers, and Area Resource Centers.

Number of the centres:
1. Regional Centers: 7.
2. Local Study Centers: 75.

3. Special Local Study Centers for Health Science: 51.
4. Special Local Study Centers for Agricultural Extension and Cooperatives: 7.
5. Provincial and public libraries: 75.
6. Area Resource Center: 1 (at Nakorn Sri Thammarat Province in the South).

Operators of the centres:

1. **Regional Centers:** Provincial universities and teachers colleges.
2. **Local study centers:** Provincial secondary schools, under the Department of General Education, Ministry of Education.
3. **Health Science Local Study Centers:** Schools of Medical Science, Nursing, and provincial hospitals.
4. **Agricultural Extension and Cooperatives Local Study Centers:** Agricultural Extension Centers.
5. **Public and Provincial Libraries for "STOU Corner":** Department of Non-Formal Education.
6. **Area Resource Centers:** Operated by STOU's Office of Information and Documentation.

Sources of financial support:

(1) STOU's revenue from tuition fees and investment, and (2) the Government. STOU pays monthly subsidies to operators of regional and local study centers in the forms of (1) additional salaries for the Head and personnel of each institution assigned to perform the jobs, (2) for use of facilities, AV aids, and (3) other operating costs incurred during university functions such as the orientation, tutorial sessions, and examinations based on numbers of student expected to come and make use of the center.

Major functions:

1. Conducting the orientation sessions
2. Preparing venues and facilities for tutorial sessions
3. Providing counselling services
4. Setting up and supervising practical work
5. Providing resources and information at STOU Corners in the various provinical public libraries
6. Administering final examinations.

Overall student Profile:
Age distribution:
(1980-1990)

Years:	(%)	
Under 21	08.00	
Between 21-30	61.86	(Age 21-25:37.42%)
Between 31-40	20.36	(Age 31-35:13.32%)
Between 41-50	04.65	
Between 51-60	00.56	
Over 60	00.06	
Not indicated	04.51	
Total:	100.00	

Gender distribution: (1982-1990)

Sex:	(%)
Male	51.79
Female	47.16
Not indicated	01.05
Total:	100.00

Income: (1982-1990)

Level:	(%)	***Income/month***
Top	06.00	(Over Baht 7,000 (US$ 275)
Middle	17.54	(Baht 4,000 - 5,999 (US$150-275)
Bottom	68.73	(Under Baht 4,000 (US$150)
Not Indicated	07.73	
Total:	100.00	

Geographical distribution: (1980-1990)

Areas:	(%)	
Urban	24.51	
Rural	73.94	(Northeast 21.77%; North 15,94; South 13.02%
Not indicated	01.55	Central 8.92%; West 7.15%; and East 7.13%)
Total:	100.00	

Ethnic and Occupational Composition of DE Students:

Ethnic Composition: Homogenous.

Occupational distribution:(%)

Public sector	60.14	(Government:54.64%;State enterprise: 5.50%)
Private sector	19.51	(Office workers:17.42%;Labour force: 2.09%)
Unemployed	08.90	
Self-employed	03.91	
Farming	01.28	
Others	06.26	
Total:	100.00	

Future development:

Significant development projects in the next 5 years (Seventh National Education Plan 1992-96) are as follow:

A. *New Schools and Centers:* To establish

1. National Printing Technology Training Center
2. School of Science and Technology
3. Film and Photographic Production Center
4. Information Network Service Center
5. Graduate Division

B. *New Certificate, Bachelor's Degree, and Master's Degree Programmes:*

1. Certificates in Professional English for (1) Tourism, (2) Hotels, (3) Office Workers, (4) Engineers, (5) Medical and Public Health Personnel, and (6) Agriculture.
2. Bachelor's Degrees:
    - **Educational Studies:** B.Ed in Educational Technology and Communications;
    - **Management Sciences:** B.B.A in Insurance;
    - **Science and Technology:** B.Sc. in Accounting Technology; Industrial Technology, and Communication and Telecommunications Systems Technology;

-**Liberal Arts:** B.A in Information Science, and Thai Studies;
-**Law:** LL.B.in Business Law
-**Home Economics:** B.H.Econ in Business Home Economics (Food Technology);
-**Health Sciences:** B.H.P in Public Health (Community Planning Sciences);
-**Economics:** B.Econ in Business Economics);
-**Agricultural Extension and Cooperative:** B.Sc. in Business Agriculture, Agricultural Technology;
-**Political Science:** B.Sc in Social Development;

C. Post Graduate Diplomas and Master's Degree Programmes:
-**Liberal Arts:** Post Graduate Diploma in Information Sciences;
-**Educational Studies:** Master of Education (M.Ed.) in Educational Administration, Curriculum and Instruction, and Educational Technology and Communications;
-**Management Science:**
Post Graduate Diplomas in Insurance;
M.B.A in Business Services;
-**Law:** Post Graduate Diplomas in Business Law; Industrial Law; International Law; Labor Law and Insurance Law; Tax Law; Judicial Administrative Law; Government Law and Public Administration;
-**Agricultural Extension and Cooperatives:** M.S in Agricultural Extension;
-**Economics:** Post Graduate Diplomas in Industrial Economics; Economic of Technology and Energy; M. Econ.;
-**Political Sciences:** M.S in Political Science;
-**Health Sciences:** M.P.H in Industrial Pollution Control, and in Public Health Administration.

Major obstacles for implementing distance education: Financial supports for new development and infrastructure; (2) Inadequate number of personnel in media and course ware production and revision of existing packages. Full-time academic and non-academic staff are over loaded; (3) Decreasing of air-time for broadcasting educational television programmes; (4) Lacks of innovative and devoted personnel; (5) Shortage of communication and educational technological infra-structure; and (6) Insufficient points for delivery systems.

Affiliation with regional and international DE organizations:
AAOU
ICDE
UNESCO
DERRC.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

List of Programmes:

1. Certificate Programmes
2. Bachelor's Degree Programmes in Liberal Arts
3. Bachelor's Degree Programmes in Educational Studies
4. Bachelor's Degree Programmes in Management Science
5. Bachelor's Degree Programmes in Law
6. Bachelor's Degree Programmes in Health Science
7. Bachelor's Degree Programmes in Economics
8. Bachelor's Degree Programmes in Home Economics
9. Bachelor's Degree Programmes in Political Science
10. Bachelor's Degree Programmes in Agricultural Extension and Cooperatives
11. Bachelor's Degree Programmes in Communication Arts
12. Master's Degree Programmes in Educational Studies.

Sources
1. Planning Division, Office of the President;
2. Office of Registration, Records, and Evaluation;
3. Office of Academic Affairs

PROGRAMME I: *CERTIFICATE PROGRAMMES*

Level: Pre-degree: Certificate.

Titles of Certificates:

1. *Single Course Certificate of Achievement Programme*
Selected regular courses are offered to the general public without basic qualifications to register for *ONE* course during Special Semester (May-August). After passing the examination, an SCCA is given.
2. *One-Year Certificate Programmes* in
    -Local Administration;
    -Home Economics and Community Development;
    -Professional English for Teachers, Lawyers, Businessmen;
    -Cultural Studies;
    -Information Work;
    -Thai Studies;
    -Teaching Profession;
    -Occupational Health and Safety.
3. *Two-Year Certificate Programmes*
    -Land and Property Law.

Courses or programmes of instruction:

Humanities: Thai Studies
    Cultural Studies
Languages and literature:
    Language: English
Educational Studies:
    Pre-school education
    elementary education
    Secondary education
Medical and Health Sciences:
    Occupational Health and Safety
Social Sciences: Economics
    Political sciences.
Others: Home economics.

Length of course:

Minimum number of study hours per week per course: 12 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 6 courses.

Media and methods:

Most dominant:
Print Media
Audio-Vision

Radio
Television
Regional Services
Study Centers
Long Residential Schooling (5-7 days).
Dominant:
Audio-cassettes
Video
Face-to-face tutoring
Face-to-face counselling
Kits
Practical work
Least dominant:
Computer-Assisted Instruction.

Language of instruction: Thai.

Admission requirements: 1. Completed secondary education certificate (12th grade) or passing the 10th grade and 21 years old or over;
2. Have specific qualifications as required by each programme.

Number of DE students: Current: App. 10,000.
Annual intake: App. 1,200.

Evaluation:

Continuous assessment: 1.Written regular self-pretests and self post-tests.
2.Oral intermediary examinations

Final course assessment: (1) Written final examinations; (2) Oral final examinations (Professional English); and (3) Attendance at intensive workshops (for Certificate in Teaching Profession).

Educational and employment arrangements: No arrangement. Most students are working adults.

Profile of students in this level:

By Regions:	(%)
Urban(Bangkok):	36.0
Central:	10.7
Eastern:	07.9
Northeastern:	17.3
Northern:	12.7
Western:	06.3
Southern:	09.1
Total:	100.0

By gender:

	(%)
Male:	41.1
Female:	58.9
Total:	100.0

By Marital Status:

	(%)
Single:	68.4
Married:	27.5
Divorced/widow:	02.6
Not indicated:	01.5
Total:	100.0

By Age:

	(%)
Under 21:	05.9
21-25:	28.2
26-30:	30.5
31-35:	16.4
36-40:	08.9
41-50:	08.0
51-60:	00.7
Over 60:	00.3
Not indicated:	01.1
Total:	100.0

By Educational Background:

	(%)
Secondary school:	30.9
Lower vocational Certificate:	14.1
Medical/Health Certificate:	00.2
Associate Degree:	13.0
First degree:	34.8
Higher degree:	03.0
Others:	00.2
Not indicated:	03.8
Total:	100.0

By Employment:

	(%)
Public:	48.2
Private:	30.0
Self-employed:	03.4
Farming:	00.8
Free-lance:	03.3
Unemployed:	09.6
Others:	04.7
Total:	100.0

By Level of Income:(per month)

Baht (US$)	(%)
Lower than 1,000 (40.0)	06.0
1,001-2,000 (80.0)	11.1
2,001-3,000 (120.0)	19.5
3,001-4,000 (160.0)	14.5
4,001-5,000 (200.0)	12.2
5,001-6,000 (240.0)	12.7
6,001-7,000 (280.0)	05.9
7,000 and over	15.1
Not indicated:	03.0
Total:	100.0

By Religion:	(%)
Buddhists:	91.2
Christians:	04.2
Muslims:	02.3
Others:	00.1
Not indicated:	02.2
Total:	100.0

Acceptance of certificates: Accepted as equal to a comparable award given by non-distance education institutions.

Sources
1 Planning Division, Office of the President;
2 Office of Registration, Records, and Evaluation;
3 Office of Academic Affairs.

PROGRAMME II: *BACHELOR DEGREE PROGRAMME IN LIBERAL ARTS*

Level: First degree.

Titles of Degrees:
1. **Bachelor of Arts (B.A.)** in Thai Studies (2-Year)
2. **Bachelor of Arts (B.A.)** in General Information Science (2-Year).

Courses of instruction: There are four groups of courses (1) Foundation Courses required of all STOU students; (2) Core/Professional Courses required of all students in the School of Liberal Arts; (3) Specialized Courses for the various majors; and (4) Elective Courses allowing students to take as electives degree-level courses in various Schools within STOU.

Courses:
Man and Civilization
Man and Society
Science and Society
Thai Studies.

Foundation courses offered to students outside Liberal Arts:
Foundation English
Interaction: Effective Communication in English
Peace Studies
Effective Communication in Thai.

Core Courses:
Thai History
Thai Reading
English Reading.

Specialized Courses:
Thai Studies:
Thai History, Thai Reading, Human Behavior, Mathematics for Social Science
Evolution of Thai Politics
Thai Economy
Thai Society
Beliefs and Religions in Thai Society
Thai Arts and Society
Development of Thai Literature
Thai Science and Technology
Rice and Thai Society
The Art of Thai Diplomacy
Rural Thailand
Critical Study of Thai Literature

Characteristics of the Thai Language
Modernization in Thailand
The Thai Mind
Thai Folk Literature
Professional Experience in Thai Studies.

Information Science:
Introduction to Information Science
Communication
Information Resources Development
Information Analysis
Information Services and Dissemination
Information Systems Planning and Management
Writing for Business Communication
Accounting and Business Law
Financial and Operation Management
Organization Behavior and Marketing
English for Language Teachers
English for Lawyers
English for Business
Principles of Economics
Thai Political Economy
Special Information Science
Information Sources in Social Sciences, Humanities and Sciences
Office Operations and Public Relations
Professional Experience in Information Science.

Length of course:
All courses are 6-credit:
Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 12-14 courses (72-84 credits)
  Foundation: 1-3
  Core Course: 1-2
  Specialized area: 10.
  Free Elective: None.

Media and methods:
Most dominant:
Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes)
Audio-vision (for tutorial sessions)
Radio (10-15 twenty-minute programmes)
Television (3-5 half-hour programmes)
Regional Services
Study Centers
Long residential schooling (5-7 days for Professional Experience Course).
Dominant:
Audio-cassettes (1-3 cassettes)

Video tutorials
Face-to-face tutoring (10-15 hours per semesters for selected courses)
Kits
Practical work
Least dominant:
Computer-Assisted Instruction.
Face-to-face counselling.

Language of instruction: Thai.

Admission requirements: Complete an Associate Degree or first degree or equivalent from accredited institutions of higher learning.

Number of students: 1,363 students (1989-1990).

Annual intake of DE students: App. 700 students.

Evaluation:

Continuous assessment: Self-pretests and self-posttests. (For self-evaluation: not for submission).

Final course assessment: Written final examinations. After having completed all of the course work or during the last semester, attendance of an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.

Educational and employment arrangements: None.

Profile of students in this level:

By Regions:	(%)
Urban(Bangkok):	36.2
Central:	11.3
Eastern:	11.6
Northeastern:	14.8
Northern:	10.8
Western:	05.3
Southern:	10.0
Total:	100.0

By gender:	(%)
Male:	47.9
Female:	52.1
Total:	100.0

By Age:

	(%)
Under 21:	02.9
21-25:	39.5
26-30:	35.4
31-35:	11.5
36-40:	05.4
41-50:	02.8
51-60:	01.3
Over 60:	00.1
Not indicated:	11.1
Total:	100.0

By Marital Status:

	(%)
Single:	74.7
Married:	22.8
Divorced/widow:	01.5
Not indicated:	01.0
Total:	100.0

By Educational Background:

	(%)
Associate Degree:	79.7
First degree:	17.3
Higher degree:	01.1
Others:	00.4
Not indicated:	01.5
Total:	100.0

By Employment:

	(%)
Public:	35.0
Private:	40.7
Self-employed:	06.3
Farming:	03.2
Free-lance:	05.2
Unemployed:	07.0
Others:	02.6
Total:	100.0

By Level of Income:(per month)

Baht (US$)	(%)
Lower than 1,000 (40.0)	05.7
1,001-2,000 (80.0)	10.6
2,001-3,000 (120.0)	19.3
3,001-4,000 (160.0)	20.1
4,001-5,000 (200.0)	14.8
5,001-6,000 (240.0)	10.1
6,001-7,000 (280.0)	04.3
7,000 and over	12.6
Not indicated:	02.5
Total:	100.0

By Religion:	(%)
Buddhists:	95.1
Christians:	01.3
Muslims:	01.1
Not indicated:	02.5
Total:	100.0

Acceptance of certificates, diplomas,and degrees: Accepted as equal to a comparable award given by a non-distance education institution.

Sources:
1. Planning Division, Office of the President;
2. Office of Registration, Records, and Evaluation;
3. Office of Academic Affairs.

PROGRAMME III: *BACHELOR OF EDUCATION PROGRAMMES*

Level: First degree.

Titles of Degrees: **Bachelor of Education (B.Ed.)**
1. Four-year Degree Programmes in
   - -Elementary Education (Early Childhood Education, Elementary Education).
   - -Secondary Education (Thai Language, Social Studies)
2. Two-year Degree Programmes in
   - -Elementary Education (Early Childhood Education, Elementary Education)
   - -Secondary Education (Thai Language, Science, Mathematics, Social Studies)
   - -Educational Administration
   - -Guidance
   - -Non-Formal Education
   - -Educational Technology and Communications.

Courses of instruction: Courses are divided into (1) Foundation Courses required of all STOU students, (2) Core Courses required for all schools in the School of Educational Studies, (3) Specialized Courses for various majors, and (4) Free Electives. Students may take as free electives any Bachelor's degree level courses within STOU.

Foundation Courses: Foundation English;
(or Interaction: Effective Communication in English);
Man and Civilization;
Man and Society;
Science and Society;
Thai Studies.

Core Courses: Development Education;
Education, Life and Community;
Educational Technology and Communications;
Educational Statistics, Research, and Evaluation;
Professional Experience in Education.

Pre-requisites for Non-Education Students: Instructional Systems;
Child Behavior Development;
Professional Experiences for Teachers;

Foundations of Education;
Development Education;
Instructional Science;
Child Behavior.

Specialized Courses:

Seven degree programmes are (1) Early Childhood Education; (2) Elementary Education; Secondary Education; (4) Educational Administration; (5) Measurement and Evaluation, (6)Guidance; and (7) Non-Formal Education.

Early Childhood Education:

Health Science for Early Childhood Education;
Teaching Behavior in Childhood Education;
Instructional Media for Childhood Education;
Literature and Dramatization for Early Childhood Education;
Life Experience for Childhood Education;
Character and Habit Development for Early Childhood Education;
Designs and Management for Early Childhood Schools and Centers;

Elementary Education:

Teaching Behavior in Elementary Education;
Instructional Media for Elementary Education;
Teaching Thai Language in Elementary Schools;
Teaching Mathematics in Elementary Schools;
Teaching English in Elementary Schools;
Related Literature in Elementary Education;
Teaching Life Experience;
Teaching Character and Habit Development;
Teaching Work Experience in Elementary Schools;

Secondary Education:

Related Literature in Secondary Education;
Teaching Behavior in Secondary Education;
Instructional Media for Secondary Education;
Systems Approach in Teaching Work and Occupation;
Guidance in Secondary Education;
Adolescent Behavior;
Quantitative Thinking;

Teaching Thai in Secondary Schools
Teaching Thai;
Thai I: Communication in Thai for Teachers;
Thai II: Thai Poetry for Teachers;
Thai III: Linguistics for Teachers;
Thai IV: Thai Literature for Teachers;
Thai V: Reading for Teachers;
Thai VI: Writing for Teachers;
Thai VII: Literary Criticism for Teachers;
Thai VIII: Folklore for Teachers.

Teaching Social Studies Secondary Schools
Teaching Social Studies;
Social Studies I: Geography for Teachers;
Social Studies II: History for Teachers;
Social Studies III: Economics for Teachers;
Social Studies IV: Sociology and Anthropology for Teachers;
Social Studies V: Thai History for Teachers;
Social Studies VI: Political Science for Teachers;
Moral Education;
Population and Population Education;
Environment Science for School and Community.

Teaching Sciences in Secondary Schools
Teaching Science
Science I: Fundamentals of Chemistry and Physics;
Science II: Physical Science and Technology;
Science III: Concepts of Science and Mathematics;
Science IV: The Earth and Living Organisms;
Biological and Physical Science I;
Biological and Physical Science II.

Teaching Mathematics in Secondary Schools
Teaching Mathematics;
Mathematics I: Sets, Number Systems, and Analytical Geometry;
Mathematics II: Introduction to Calculus;
Mathematics III: Matrices, Abstract Algebra, Vectors and Probability;
Mathematics IV: Development of Mathematics;
Advanced Calculus and Differential Equations;
Logic, Sets and Theory of Numbers.

Educational Administration:
Principles and Systems of Educational Administration;
School Planning and Development;
Administration of School Personnel;
School and Community;
Elementary School Management;
Secondary School Management;
Professional Experience in Educational Administration;

Educational Measurement and Evaluation:
Fundamental Psychology and Sociology for Educational Measurement and Evaluation;
Development of Achievement Tests;
Measurement and Evaluation in Pre-School Experience;
Measurement and Evaluation in Basic Skills and Life Experiences;
Measurement and Evaluation in Specific Areas;
Administration and Management for Educational Measurement and Evaluation;
Professional Experience in Educational Measurement and

Evaluation.

Guidance:
Fundamental Psychology and Sociology for Guidance;
Principles and Systems of School Guidance;
Guidance and Quality of Life;
Guidance in Elementary Education;
Introduction to Counselling Techniques;
Guidance Activities and Instruments;
Professional Experience in Guidance.

Non-Formal Education:
Life Long Education and Non-Formal Education;
Management of Non-Formal Education;
Development and Utilization of Community Resources;
Learning Principles and Training Techniques;
Distance Education;
Development and Utilization of Media for Non-Formal Education;
Professional Experience in Non-Formal Education.

Educational Technology and Communications:
Instructional Technology
Creative and Appropriate Media
Equipment in Educational Technology
Radio and Television in Education
Photography in Education
Film and Video in Education
Graphic Media in Education
Mass Communication Technologies in Education
Computer in Education
Printing in Education
Dissemination and Training Technology
Administration and Services in Educational Media Center
Instructional Media for Early Childhood Education
Instructional Media for Elementary Education
Instructional Media for Secondary Education.

Length of course:
For each 6-credit course:
Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 12-24 courses (72-144 credits)
For 4-Year Degree Programmes: 24 courses (144 credits)
- Foundation: 6
- Core Course: 6
- Specialized area: 10
- Free electives: 2.

For 2-Year Degree Programmes: 12 courses (72 credits)
- Foundation: 1
- Core Course: 4
- Specialized area: 5-7

	Free electives: 1-2.
Media and methods:	*Most dominant:* Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes). Audio-vision (for tutorial sessions) Radio (10-15 twenty-minute programmes) Television (3-5 half-hour programmes) Regional Services Study Centers Long residential schooling (5-7 days for Professional Experience). *Dominant:* Audio-cassettes (1-3 cassettes) Video tutorials Face-to-face tutoring (10-15 hours per semesters for selected courses) Practical work Kits *Least dominant:* Computer-Assisted Instruction. Face-to-face counselling.
Language of instruction:	Thai.
Admission requirements:	1. Currently employed as a regular teacher or educational personnel involved in teaching, disseminating of knowledge, or training; 2. Completed a Higher Certificate in Teaching, an Associate Degree or first degree or equivalent from accredited institutions of higher learning.
Number of students:	160,529 (1980-1990). App. 14,000 are active students per semester. Since 1982, more than 60,648 have graduated.
Annual intake of DE students:	Approximately 5,000 students.
Evaluation system:	
Continuous:	Self-pretests and self-posttests (not for submission).
Final course assessment:	Written final examinations. After having completed all of the course work or during the last semester, attendance of an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.
Educational and employment arrangements:	None.

Profile of students in this level:

By Regions:	(%)
Urban(Bangkok):	09.2
Central:	06.5
Eastern:	04.8
Northeastern:	44.2
Northern:	17.6
Western:	06.0
Southern:	11.7
Total:	100.0

By gender:	(%)
Male:	48.2
Female:	51.8
Total:	100.0

By Marital Status:	(%)
Single:	30.3
Married:	66.1
Divorced/widow:	02.5
Not indicated:	01.1
Total:	100.0

By Age:	(%)
Under 21:	01.6
21-25:	11.5
26-30:	33.5
31-35:	33.3
36-40:	13.2
41-50:	05.6
51-60:	01.0
Over 60:	00.3
Total:	100.0

By Educational background:	(%)
Secondary school:	11.7
Lower Certificate:	03.4
Associate Degree:	69.7
First degree:	10.7
Higher degree:	00.7
Others:	03.8
Total:	100.0

By Employment:	(%)
Public:	78.5
Private:	14.5
Self-employed:	00.3
Agricultural:	00.1
Free-lance:	02.7
Unemployed:	02.8
Others:	01.1
Total:	100.0

By Level of Income:(per month)

Baht (US$)	(%)
Lower than 1,000(40.0)	04.0
1,001-2,000 (80.0)	06.3
2,001-3,000 (120.0)	12.8
3,001-4,000 (160.0)	15.4
4,001-5,000 (200.0)	26.0
5,001-6,000 (240.0)	18.0
6,001-7,000 (280.0)	08.7
7,000 and over	07.3
Not indicated:	01.5
Total:	100.0

By Religion:

	(%)
Buddhists:	92.8
Christians:	03.0
Muslims:	01.8
Others:	-
Not indicated:	02.4
Total:	100.0

Acceptance of certificates, and degrees: Accepted as equal to those given by a non-distance education institution.

Sources

1 Planning Division, Office of the President.

2 Office of Registration, Records, and Evaluation.

3 Office of Academic Affairs

PROGRAMME IV: *BACHELOR'S DEGREES IN MANAGEMENT SCIENCES*

Level: First degree.

Titles of Degrees:

1. Bachelor of Business Administration (B.B.A.) in General Management (4-year and 2-year);

2. Bachelor of Business Administration (B.B.A.) in Finance and Banking (2-year);

3. Bachelor of Business Administration (B.B.A.) in Accounting (2-year);

4. Bachelor of Business Administration (B.B.A.) in Construction Management (2-year);

5. Bachelor of Public Administration (B.P.A.) in Public Administration (4-year, 3-year and 2-year).

Courses of instruction: *Courses are divided into (1) Foundation Courses required of all STOU students, (2) Core Courses required for all schools in the School of Management Sciences, (3) Specialized Courses for various majors, and (4) Free Electives. Free electives are not listed.*

Foundation Courses:

Foundation English (or Effective Communication in Thai;
Interaction: Effective Communication in English)
Man and Civilization;
Man and Society;
Science and Society;
Thai Studies.

Core Courses:

Mathematics for Social Sciences;
Introduction to Administration;
Principles of Accounting;
Business Finance and Taxation;
Organization and Management;
Principles of Economics;
English for Business;
Mathematics and Statistics.

Specialized Courses: *Construction Management:*

Construction Planning;
Quantity Survey and Cost Estimate;
Field Work Management;

Construction Information System;
Supervision and Inspection Techniques;
Professional Practice in Construction Management;
Heavy Construction;
Construction Equipment;
Project Analysis;
Professional Experience in Construction.

Business Administration: (General Management, Finance and Banking, and Accounting)

Business Mathematics and Statistics;
Marketing, Production and Operations Management;
Financial and Managerial Accounting for Finance Officers;
Fundamental of Accounting;
Intermediate accounting;
Business Statistics and Quantitative Analysis;
Production Management;
Marketing Management;
Financial Management;
Personnel Administration;
Material Management and Purchasing;
Investment;
Sales Management and Physical Distribution;
Managerial Economics;
Organization and Personnel Management;
Financial Markets, Institution and Monetary Policy;
Cost Accounting and Managerial Accounting;
Accounting Systems and Auditing;
Accounting Theories and Tax Accounting
Advanced Accounting;
Administrative Planning and Control;
Human Behavior in Organization;
Operational Research;
Management Information System (MIS)
Credit Management;
International Business Management;
Small Business Management and Retailing;
Personnel Planning, Job Classification, Recruitment, and Selection;
Wage and Salary Administration;
Marketing Problems and Research;
Financial problems and Research;
Shipping Management;
Agricultural Market and Thai Economy;
Professional Experience in Business Administration.

Financial Planning, Control and Research;
Management and Accounting in Commercial Banking;
International Finance;
Financial Management in Selected Business;
Feasibility Studies and Project Analysis;

Principles of Insurance;
Liability and Life Insurance;
Professional Experience in Finance and Banking.

Cost Accounting for Planning and Control;
Quality Control and Inventory Management;
Internal and EDP Auditing and Control;
Auditing Standards and Problems in Auditing;
Government Accounting, Funds Accounting and Specialized Accounting;
Financial Reporting and Accounting Information Systems;
Controllership;
Professional Experience in Accounting.

Public Administration:
Thai Public Administration;
Public Finance and Budgeting;
Laws and Regulations in Thai Bureaucracy;
Public Policy and Planning;
Scope and Research Methods in Public Administration;
Human Resources Development in Organizations;
Employee Relations;
Provincial Administration;
Local Administration;
Rural Development Administration;
Administration of Planned Local and Rural Development Programs;
Public Enterprise Administration;
Comparative Public Administration and Development Administration;
Logistics and Office Management;
Organization Development;
Public Economics
Thai Political Institutions and Process.
Professional Experience in Public Administration.

Length of course:
For each 6-credit course:
Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 12-24 courses (72-144 credits)
For 4-Year Degree Programmes: 24 courses (144 credits)
  Foundation: 5
  Core Course: 6
  Specialized area: 12
  Free elective: 1.
For 3-Year Degree Programmes: 18 courses (108 credits)
  Foundation: 1
  Core Course: 12
  Specialized area: 4

Free elective: 1.
For 2-Year Degree Programmes: 12 courses (72 credits)
Foundation: 2
Core Course: 5
Specialized area: 4
Free elective: 1.

Media and methods:
Most dominant:
Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes).
Audio-vision (for tutorial sessions)
Radio (10-15 twenty-minute programmes)
Television (3-5 half-hour programmes)
Regional Services
Study Centers
Long residential schooling (5-7 days for Professional Experience).
Dominant:
Audio-cassettes (1-3 cassettes)
Video tutorials
Face-to-face tutoring (10-15 hours per semesters for selected courses)
Kits, and Practical work.
Least dominant:
Computer-Assisted Instruction.
Face-to-face counselling

Language of instruction: Thai.

Admission requirements:
A. Four-year degree programme:
1. Completed lower secondary education or equivalent (10th Grade) with five years working experience and reaching the age of 20 years old; or
2.Completed secondary school education (12th grade); or
3. Completed a Lower Vocational Certificate or equivalent.
B. Three-year degree programme: Public Administration.
1. Completed an Associate Degree or a Degree *except* that in the fields of Political Science, Public Administration, Business Administration, Accounting, and Commerce from an accredited institutions of higher learning; or
2. Completed a Higher Vocational Certificate *except* that in the fields of Business, Management, Finance and Banking, Secretarial Work, Marketing, Sales, Advertising, Business Computer, and Personnel Administration; or
3. Completed a Technical Certificate in the field of Business Administration.
C. Two-year degree programme:
1. Completed a Higher Vocational Certificate in the related areas.

For Construction Management, the applicant must have at least two years working experience in the field; or
2. Earn an Associate Degree or a degree in related areas. For Construction Management, the applicant must have at least one-years working experience in the field.

Number of students: 211,686 (1980-91). App. 49,900 are active students. Since 1982, more than 19,500 students have graduated.

Annual student intake: App. 25,000.

Evaluation system:

Continuous: Self-pretests and self-posttests (not for submission).

Final course assessment: Written final examinations. After having completed all of the course work or during the last semester, attendance of an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.

Educational and employment arrangements: None.

Profile of students in this level:

By Regions:	(%)
Urban(Bangkok):	39.6
Central:	11.8
Eastern:	10.7
Northeastern:	10.3
Northern:	10.3
Western:	06.3
Southern:	11.0
Total:	100.0

By gender:	(%)
Male:	34.7
Female:	65.3
Total:	100.0

By Age:	(%)
Under 21:	15.1
21-25:	46.7
26-30:	22.2
31-35:	08.4
36-40:	04.2
41-50:	02.5
51-60:	00.2
Over 60:	-
Not indicated:	00.7
Total:	100.0

By Educational Background:

	(%)
Secondary school:	23.2
Lower vocational Certificate:	19.1
Medical/Health Certificate:	00.3
Associate Degree:	49.6
First degree:	05.8
Higher degree:	00.4
Others:	00.1
Not indicated:	01.5
Total:	100.0

By Marital Status:

	(%)
Single:	79.6
Married:	17.9
Divorced/widow:	01.2
Not indicated:	01.3
Total:	100.0

By Employment:

	(%)
Public:	30.5
Private:	43.9
Self-employed:	04.8
Farming:	01.0
Free-lance:	05.9
Unemployed:	10.3
Others:	03.6
Total:	100.0

By Level of Income:(per month)

Baht (US$)	(%)
Lower than 1,000 (40.0)	06.3
1,001-2,000 (80.0)	09.4
2,001-3,000 (120.0)	25.5
3,001-4,000 (160.0)	22.9
4,001-5,000 (200.0)	12.0
5,001-6,000 (240.0)	06.6
6,001-7,000 (280.0)	04.2
7,000 and over	10.3
Not indicated:	02.8
Total:	100.0

By Religion:	(%)
Buddhists:	95.2
Christians:	01.4
Muslims:	01.5
Others:	-
Not indicated:	01.9
Total:	100.0

Acceptance of final award, certificate, and degree: Accepted as equal to a comparable award given by a non-distance education institution.

Sources:
1. Planning Division, Office of the President,
2. Office of Registration, Records, and Evaluation;
3. Course Syllabus, Office of Academic Affairs.

PROGRAMME V: *BACHELOR'S DEGREE PROGRAMMES IN LAW*

Level: First degree.

Title of Degree programmes: Bachelor of Law (LL.B.)

Courses of instruction: *Courses are divided into (1) Foundation Courses required of all STOU students, (2) Core Courses required for all schools in the School of Law; (3) Specialized Courses for various majors, and (4) Free Electives. Students may take as free electives any Bachelor's degree level courses within STOU.*

Foundation Courses:

Foundation English;
(or Effective Communication in Thai
Interaction: Effective Communication in English)
Man and Civilization;
Man and Society;
Science and Society;
Thai Studies.

Core Courses:

General Principles of Law
Public Law
Civil Law I: Person, Juristic Act and Contract
Civil Law II: Obligation and Delict
Property Law
Criminal Law I: General Principles
Criminal Law II: Offenses

Specialized Courses:

Civil Law III: Family Law and Law of Succession
Commercial Law I: Sales, Hire, and Hire-Purchase
Commercial Law II: Loan, Deposit, Agent and Insurance
Commercial Law III: Suretyship, Mortgage and Bill
Commercial Law IV: Partnership and Company
Procedural Law I: General principles in Civil Procedure
Procedural Law II: Civil Procedure and Bankruptcy Law
Procedural Law III: Criminal Procedure
English for Lawyers
Thai and Foreign Legal Systems
Law and Social Change
Labor Law
Environmental Law
Introduction to Business Administration
Taxation Law I: Income Tax

International Transaction Law
Criminal Justice Administration
Criminal Law III: Special Law Offenses
International Law
International Institutions
Selected Problems in International Law
Professional Experience in Law

Length of course: There are 6-credit courses for Law degree and certificate programmes.
Number of study hours (per week per course): 12-18 hours.
Total number of weeks (per course): 15 weeks.
Total number of courses making up programmes: 18-24 courses:
For 4-Year Degree: 24 courses (144 credits),i.e.Foundation 5; Core Course 7; Specialized area 11; Free elective 1.
For 3-Year Degree: 18 courses (108 credits)i.e Core Course 7; Specialized area 11; no Foundation and Free elective.

Media and methods: *Most dominant:*
Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes).
Audio-vision (for tutorial sessions)
Radio (10-15 twenty-minute programmes)
Television (3-5 half-hour programmes)
Regional Services
Study Centers
Long residential schooling (5-7 days for Professional Experience Course).
Dominant:
Audio-cassettes (1-3 cassettes)
Video tutorials
Face-to-face tutoring (10-15 hours per semesters for selected courses)
Kits
Practical work.
Least dominant:
Computer-Assisted Instruction.
Face-to-face counselling

Language of instruction: Thai.

Admission requirements: **A. Four-year degree programme:** Completed lower secondary education or equivalent (10th Grade) with five years working experience and reaching the age of 20 years old; or completed secondary school education (12th grade);
B. Three-year degree programme: Completed an Associate Degree or a Degree from an accredited institutions of higher learning.

Number of students: *132,548* (1982-90). App. 32,600 students register per semester. Since 1982, there are 8,339 graduates.

Annual student intake: Approximately 14,000 students annually.

Evaluation:

Continuous: Self-pretests and self-posttests (not for submission).

Final: Written final examinations. After having completed all of the course work or during the last semester, attendance of an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.

Educational and employment arrangements: None.

Profile of students in this level:

By Regions:	(%)
Urban(Bangkok):	17.7
Central:	08.9
Eastern:	08.7
Northeastern:	25.8
Northern:	17.5
Western:	07.9
Southern:	13.5
Total:	100.00

By gender:	(%)
Male:	85.2
Female:	14.8
Total:	100.00

By Age:	(%)
Under 21:	12.5
21-25:	34.1
26-30:	25.1
31-35:	14.0
36-40:	06.7
41-50:	05.8
51-60:	01.1
Over 60:	00.1
Not indicated:	00.7
Total:	100.00

By Educational Background:	(%)
Secondary school:	56.0
Lower Vocational Certificate:	12.1
Medical/Health Certificate:	00.2
Associate Degree:	09.6
First degree:	17.8
Higher degree:	01.9
Others:	02.4
Total:	100.00

By Marital Status:	(%)
Single:	64.9
Married:	32.3
Divorced/widow:	01.5
Not indicated:	01.4
Total:	100.00

By Employment:	(%)
Public:	72.3
Private:	09.4
Self-employed:	05.0
Farming:	02.0
Free-lance:	02.7
Unemployed:	05.9
Others:	02.7
Total:	100.00

By Level of Income:(per month)

Baht (US$)	(%)
Lower than 1,000 (40.0)	05.1
1,001-2,000 (80.0)	05.9
2,001-3,000 (120.0)	38.2
3,001-4,000 (160.0)	16.4
4,001-5,000 (200.0)	09.7
5,001-6,000 (240.0)	06.9
6,001-7,000 (280.0)	05.1
7,000 and over	10.5
Not indicated:	02.2
Total:	100.00

Acceptance of final award, certificate, and degree:

By Religion:	(%)
Buddhists:	96.0
Christians:	00.7
Muslims:	01.1
Not indicated:	02.2
Total:	100.00

Accepted as equal to a comparable award given by a non-distance education institution.

Sources:
1. Planning Division, Office of the President,
2. Office of Registration, Records, and Evaluation,
3. Office of Academic Affairs.

PROGRAMME VI: *BACHELOR'S DEGREES IN HEALTH SCIENCES*

Level:	First degree.
Titles of Degrees:	1. Bachelor of Public Health (B.P.H.) in Public Health Administration; 2. Bachelor of Public Health (B.P.H.) in Public Health; 3. Bachelor of Public Health (B.P.H.) in Occupational Health and Safety; 4. Bachelor of Public Health (B.P.H.) in Community Dental Health; 5. Bachelor of Nursing (B.N.)
Courses of instruction:	*Courses are divided into (1) Foundation Courses required of all STOU students, (2) Core Courses required for all schools in the School of Health Sciences; (3) Specialized Courses for various majors, and (4) Free Electives. Free electives are not listed.*
Foundation Courses: (Required of all STOU students)	Foundation English (or Effective Communication in Thai; Interaction: Effective Communication in English) Man and Civilization; Man and Society; Integrated Basic Science Thai Studies.
Professional Courses:	Principles of Accounting; Organization and Management; Financial Management; Personnel Administration; Administrative Planning and Control; Integrated Basic Life Science; Statistics and Research in Health Sciences; Primary Medical Care; Principles of Economics.
Specialized Courses:	Sociology in Medicine; Disaster Relief; Food and Drug Control Management;

Nursing Concept and Process;
Dynamics of Communication;
Public Health I;
Public Health II;
Nursing Issues and Trends;
Selected Case Study on Maternal and Child Nursing and Psychiatric Nursing;
Selected Case Study on Community Health Nursing;
Selected Case Study on Emergency and Critical Nursing;
Selected Case Study on Rehabilitation Nursing;
Teaching and Learning in Health;
Professional Experience in Nursing.

Personality and Community Health;
Maternal and Child Health and Family Planning;
Environmental Health;
Public Health Law and Forensic Medicine;
General Health Management;
Epidemiology and Communicable Disease Control:
Health Education;
Nutrition in Health;
Occupational Health;
Health Planning;
Public Health Field Training;
Introduction to Public Health and Hospital Administration;
Health Resources Management;
Population and Public Health;
Professional Experience in Public Health.

Hospital Management I;
Hospital Management II;
Safety Management;
Principles of Safety at Work:
Fundamental of Industrial Hygiene;
Occupational Health and Safety Law;
Toxicology and Industrial Medicine;
Practice in Occupational Health, Safety and Ergonomics;
Ergonomics and Work Psychology;
Health and Welfare Facilities for Workers and Family;
Community Dentistry;
Preventive Dentistry;
Professional Experience in Occupational Health and Safety;

Length of course: For each 6-credit course:
Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 12-23 courses (72-138 credits)

For 4-Year Degree Programmes: 21-23 courses (126-138 credits)
  Foundation: 4-5
  Professional Courses: 4-7
  Specialized area: 9-13
  Free elective: 1.
For 2-Year Degree Programmes: 12-15 courses (72-90 credits)
  Foundation: 1-2
  Professional Courses: 2-3
  Specialized area: 8-10
  Free elective: 1.

Media and methods:

Most dominant:
Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes).
Audio-vision (for tutorial sessions)
Radio (10-15 twenty-minute programmes)
Television (3-5 half-hour programmes)
Regional Services (University Medical Centers)
Health Study Centers (Hospital, Public Health Centers)
Long residential schooling (5-7 days for Professional Experience Course).
Dominant:
Audio-cassettes (1-3 cassettes)
Video tutorials
Face-to-face tutoring (10-15 hours per semesters for selected courses)
Kits
Practical work
Least dominant:
Computer-Assisted Instruction.
Face-to-face counselling

Language of instruction: Thai.

Admission requirements: Completed a Lower Certificate in any medical, nursing, or public health areas with 5 years working experience; or completed a Associate Degree, Diploma, or Higher Certificate in medical, nursing, or public health with at least 1 year working experience.

The applicant has to meet other requirements set forth by each degree programme within the School of Health Sciences.

Number of students: *34,894* (1982-1990). App. 16,000 students register for courses each semester. From 1984-1990, 5,905 graduated.

Annual student intake: App. 5,000 students.

Evaluation system:

A. Continuous assessment: Self-pretests and self-posttests (not for submission).
Practical work at various medical centers as assigned by the University.

B. Final course assessment: Written final examinations.
After having completed all of the course work or during the last semester, attendance of an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.

Educational and employment arrangements: None.

Profile of students in this level:

By Regions:	(%)
Urban(Bangkok):	08.2
Central:	10.7
Eastern:	09.7
Northeastern:	24.7
Northern:	21.3
Western:	09.3
Southern:	16.1
Total:	100.00

By gender:	(%)
Male:	26.7
Female:	73.3
Total:	100.00

By Marital Status:	(%)
Single:	67.6
Married:	30.4
Divorced/widow:	01.4
Not indicated:	00.6
Total:	100.00

By Age:	(%)
Under 21:	00.7
21-25:	51.4
26-30:	30.4
31-35:	09.0
36-40:	04.3
41-50:	03.4
51-60:	00.3
Over 60:	-
Not indicated:	00.5
Total:	100.00

By Educational Background:	(%)
Medical/Health Certificate:	16.7
Associate Degree:	56.5
Bachelor's degree:	21.2
Higher degree:	02.0
Others:	01.0
Not indicated:	02.6
Total:	100.00

By Employment:	(%)
Public:	94.8
Private:	03.7
Self-employed:	00.1
Farming:	-
Free-lance:	01.1
Unemployed:	-
Others:	00.3
Total:	100.00

By Level of Income:(per month)

Baht (US$)	(%)
Lower than 1,000 (40.0)	-
1,001-2,000 (80.0)	00.1
2,001-3,000 (120.0)	20.8
3,001-4,000 (160.0)	39.4
4,001-5,000 (200.0)	20.6
5,001-6,000 (240.0)	07.4
6,001-7,000 (280.0)	04.2
7,000 and over	07.0
Not indicated:	00.5
Total:	100.00

By Religion:	(%)
Buddhists:	95.6
Christians:	00.8
Muslims:	01.6
Not indicated:	02.0
Total:	100.00

Acceptance of final award, certificate, and degree: Accepted as equal to a comparable award given by a non-distance education institution.

PROGRAMME VII: *BACHELOR'S DEGREES IN ECONOMICS*

Level: First degree.

Titles of Degree programmes offered in this level:
1. Bachelor of Economics-B.Econ. (4-Year and 3-Year);
2. Bachelor of Economics-B.Econ. in Business Economics (2-Year).

Courses of instruction: *Courses are divided into (1) Foundation Courses required of all STOU students, (2) Core Courses required for all schools in the School of Economics, (3) Specialized Courses for various majors, and (4) Free Electives. Students may take as free electives any Bachelor's degree level courses within STOU.*

Foundation courses:
Man and Civilization;
Man and Society;
Science and Society
Thai Studies;
Foundation English;
(or Effective Communication in Thai
or Interaction: Effective Communication in English.)

Core courses:
Mathematics for Social Sciences;
Principles of Accounting;
Principles of Political Science and Public Administration;
Business Law;
Principles of Economics;
Economic History and History of Economic Thoughts;
Economics and Business Statistics;
Business Economics and Finance.

Specialized courses:
Marketing Management;
Management Information System (MIS);
Credit Management;
International Business Management;
Marketing Problems and Research;
Management and Accounting in Commercial Banking;
Thai Economic and Comparative Economic Systems;
Micro-economic and Macro-economic Analysis;
Economic Growth and Development;
Regional and Urban Economics;
International Economics;
Manpower Economics;

Labor Economics and Relations;
Agricultural Economics and Cooperatives;
Agricultural Marketing and Policy;
Welfare and Environmental Economics;
Econometrics;
Mathematical Economics;
Applied Statistics and Research Methodology;
Monetary Theory and Policy;
Economic Planning;
Economic Development Theory and Policy;
Public Economics;
Industrial Economics and Cost Theory;
Population Studies and Demography;
Project and program Analysis;
Thai Theory and Government-Business Sector Relationship;
Production Economics and Operational Research;
Computer Applications and Research for Business;
Human Behavior and Business Ethics;
Mathematical Economics and Econometrics for Business;
Professional Experience in Economics.

Length of course:

For each 6-credit course:
Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 12-24 courses (72-144 credits)
For 4-Year Degree Programmes: 24 courses (144 credits)
- Foundation: 5
- Core Course: 6
- Specialized area: 12
- Free elective: 1.

For 3-Year Degree Programmes: 18 courses (108 credits)
- Foundation: 1
- Core Course: 4
- Specialized area: 12
- Free elective: 1.

For 2-Year Degree Programmes: 12 courses (72 credits)
- Foundation: 1
- Core Course: 5
- Specialized area: 6
- Free elective: None.

Media and methods:

Most dominant:
Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes).
Audio-vision (for tutorial sessions)
Radio (10-15 twenty-minute programmes)

Television (3-5 half-hour programmes)
Regional Services
Study Centers
Long residential schooling (5-7 days for Professional Experience Course).
Dominant:
Audio-cassettes (1-3 cassettes)
Video tutorials
Face-to-face tutoring (10-15 hours per semesters for selected courses)
Practical work
Kits.
Least dominant:
Computer-Assisted Instruction.
Face-to-face counselling.

Language of instruction: Thai.

Admission requirements:

A. Four-year degree programme:
1. Completed lower secondary education or equivalent (10th Grade) with five years working experience and reaching the age of 20 years old; or completed secondary school education (12th grade); or
2. Completed a Higher Vocational Certificate, or Technical Certificate or equivalent.

B. Three-year degree programme:
1. Completed an Associate Degree or a Degree or equivalent *except* Higher Vocational or Technical Certificates;

C. Two-year degree programme:
1. Completed a Higher Vocational Certificate or a Technical Certificate in Accounting, Marketing, Secretary, Management, Sales, Advertising, Finance and Banking, Business Computer, and Personnel Administration, except those in Hotel and Tourism, Service Business, or Business Language; or
2. Earn an Associate Degree or a degree in Economics or Business Administration.

Number of students: *14,640* (1985-90). App. 3,000 are active students in each semester. Since 1982, there are approximately 500 graduates.

Annual intake of DE students: App. 1,500.

Evaluation system:
Continuous assessment: Self-pretests and self-posttests (not for submission).

Final course assessment: Written final examinations. After having completed all of the course work or during the last semester, attendance of an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.

Educational and employment arrangements: None.

Profile of students in this level:

By Regions:	(%)
Urban(Bangkok):	35.2
Central:	11.8
Eastern:	10.1
Northeastern:	15.2
Northern:	12.3
Western:	06.2
Southern:	09.2
Total:	100.00

By gender:	(%)
Male:	51.3
Female:	48.7
Total:	100.00

By Marital Status:	(%)
Single:	83.0
Married:	14.8
Divorced/widow:	00.7
Not indicated:	01.5
Total:	100.00

By Age:	(%)
Under 21:	22.0
21-25:	45.3
26-30:	19.7
31-35:	06.6
36-40:	03.4
41-50:	02.5
51-60:	00.5
Over 60:	-
Total:	100.00

By Educational Background:	(%)
Secondary school:	04.6
Lower Vocational Cert.:	38.1
Medical/Health Certificate:	00.6
Associate Degree:	24.1
First degree:	14.6
Higher degree:	02.1
Others:	01.9
Total:	100.00

By Employment:	(%)
Public:	26.5
Private:	35.5
Self-employed:	08.0
Agricultural:	02.4
Free-lance:	09.9
Unemployed:	15.1
Others:	02.6
Total:	100.00

By Level of Income:(per month)

Baht(US$)	(%)
Lower than 1,000(40.0)	10.2
1,001-2,000 (80.0)	12.9
2,001-3,000 (120.0)	24.0
3,001-4,000 (160.0)	18.1
4,001-5,000 (200.0)	09.9
5,001-6,000 (240.0)	06.3
6,001-7,000 (280.0)	03.6
7,000 and over	10.7
Not indicated:	04.3
Total:	100.00

By Religion:	(%)
Buddhists:	95.0
Christians:	01.9
Muslims:	01.3
Others:	00.1
Not indicated:	01.7
Total:	100.00

Acceptance of certificates, and degrees: Accepted as those from other conventional, non-distance education institutions.

Sources 1. Planning Division, Office of the President.
2. Office of Registration, Records, and Evaluation.
3. Office of Academic Affairs.

PROGRAMME VIII: *BACHELOR'S DEGREE PROGRAMME IN HOME ECONOMICS*

Level:	First degree.
Titles of Degrees:	1. Bachelor of Home Economics-B.H.Econ. in Community Nutrition (4-Year and 3-Year); 2. Bachelor of Home Economics-B.H.Econ.in Child and Family Development (4-year and 2-Year).
Courses of instruction:	*Courses are divided into (1) Foundation Courses required of all STOU students, (2) Core Courses required for all schools in the School of Home Economics, (3) Specialized Courses for various majors, and (4) Free Electives. Students may take as free electives any Bachelor's degree level courses within STOU.*
Foundation courses:	Man and Civilization; Man and Society; Science and Society; Thai Studies; Foundation English; (or Effective Communication in Thai or Interaction: Effective Communication in English.)
Core courses:	General Psychology; Home Economics and Community Development; General Home Economics; General Principles of Law and Economics; Family and Community Resources Management; Basic Science for Home Economics; Human Nutrition; Child Care and Development; Statistics and Research in Home Economics.
Specialized courses:	Fundamental of Biochemistry; Food and Nutrition; Dietics; Food Production and Utilization; Family and Ecology; Adolescent Development and Upbringing; Child Health;

Family Health;
Community Health;
Community Nutrition;
Food Service Management in Schools and Institutions;
Youth Activities and Experiences;
Juvenile problems and Career promotion;
Management of Child Care Centers;
Care of the Handicapped;
Home Improvement;
Business Management in Home Economics;
Professional Experience in Home Economics.

Length of course: For each 6-credit course:
Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 12-24 courses (72-144 credits)
For 4-Year Degree Programmes: 24 courses (144 credits)
  Foundation: 5
  Core Course: 9
  Specialized area: 9
  Free elective: 1.
For 2-Year Degree Programmes: 12 courses (72 credits)
  Foundation: 2
  Core Course: 4
  Specialized area: 6
  Free elective: None.

Media and methods: *Most dominant:*
Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes).
Audio-vision (for tutorial sessions)
Radio (10-15 twenty-minute programmes)
Television (3-5 half-hour programmes)
Regional Services
Study Centers
Long residential schooling (5-7 days for Professional Experience Course).
Dominant:
Audio-cassettes (1-3 cassettes)
Video tutorials
Face-to-face tutoring (10-15 hours per semesters for selected courses)
Kits

Practical work.
Least dominant:
Computer-Assisted Instruction.
Face-to-face counselling.

Language of instruction: Thai.

Admission requirements:

A. Four-year degree programme:

1. Completed lower secondary education or equivalent (10th Grade) with five years working experience and reaching the age of 20 years old; or completed secondary school education (12th grade); or
2. Completed a Higher Vocational Certificate, or Technical Certificate or equivalent except that in Home Economics.
3. Completed a Bachelor's degree or higher.

B. Two-year degree programme:

1. Completed a Lower Education Certificate from Teachers Colleges with major or minor in Home Economics; or
2. Completed a Higher Vocational Certificate in Home Economics; or
3. Earn a Secondary School Teaching Certificate in Teaching Home Economics; or
4. Completed an Associate Degree or a degree with a background in Lower Certificate of Education or Lower Vocational Certificate, or a Teaching Certificate in Home Economics, or
5. Completed an Associate Degree in Nursing and Midwifery.

Number of students: *21,595* (1985-90). App. 4,000 are active students. Since 1982, there are more than 3,700 graduates.

Annual students intake: App. 1,800.

Evaluation:

Continuous assessment: Self-pretests and self-posttests (not for submission).

Final course assessment: Written final examinations.
After having completed all of the course work or during the last semester, attendance of an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.

Educational and employment arrangements: None.

Profile of students in this programme:

By Regions:	(%)
Urban(Bangkok):	37.2
Central:	10.3
Eastern:	15.5
Northeastern:	09.2
Northern:	10.7
Western:	07.5
Southern:	09.7
Total:	100.0
By Marital Status:	(%)
Single:	70.7
Married:	25.6
Divorced/widow:	01.6
Not indicated:	02.1
Total:	100.0
By Age:	(%)
Under 21:	14.1
21-25:	41.2
26-30:	23.8
31-35:	12.5
36-40:	04.4
41-50:	02.6
51-60:	00.5
Over 60:	-
Not indicated:	00.9
Total:	100.0
By Educational Background:	(%)
Secondary school:	39.8
Lower vocational Cert.:	10.6
Medical/Health Certificate:	00.5
Associate Degree:	41.4
Bachelor's degree:	04.1
Higher degree:	00.5
Others:	01.4
Not indicated:	01.7
Total:	100.0
By gender:	(%)
Male:	04.5
Female:	95.5
Total:	100.0

By Employment:	(%)
Public:	22.0
Private:	30.3
Self-employed:	11.5
Farming:	03.0
Free-lance:	08.2
Unemployed:	19.6
Others:	01.9
Total:	100.0

By Level of Income: (per month)

Baht (US$)	(%)
Lower than 1,000 (40.0)	14.2
1,001-2,000 (80.0)	16.7
2,001-3,000 (120.0)	26.1
3,001-4,000 (160.0)	15.4
4,001-5,000 (200.0)	08.0
5,001-6,000 (240.0)	05.1
6,001-7,000 (280.0)	02.6
7,000 and over	05.7
Not indicated:	06.2
Total:	100.0

By Religion:	(%)
Buddhists:	93.0
Christians:	02.2
Muslims:	02.2
Others:	-
Not indicated:	02.6
Total:	100.0

Acceptance of certificates, and degrees: Accepted as those from other conventional, non-distance education institutions. The degrees are conferred to the graduates at the Annual Commencement Ceremony by His Majesty the King or His Royal Highness the Crown Prince of Thailand. Approximately 12,000 graduates attend the 3-5 day Graduation Ceremony.

Sources
1 Planning Division, Office of the President.
2 Office of Registration, Records, and Evaluation.
3 Office of Academic Affairs

PROGRAMME IX: *BACHELOR'S DEGREE PROGRAMME IN POLITICAL SCIENCE*

Level: First degree.

Titles of Degrees:

1. Bachelor of Political Science -B.Pol.Sc in Theories and Techniques in Political Science (4-Year);
2. Bachelor of Political Science -B.Pol.Sc. in International Relations and Comparative Governments and Politics (4-year).

Courses of instruction: *Courses are divided into (1) Foundation Courses required of all STOU students, (2) Core Courses required for all schools in the School of Political Sciences, (3) Specialized Courses for various majors, and (4) Free Electives. Students may take as free electives any Bachelor's degree level courses within STOU.*

Foundation courses:

Man and Civilization;
Man and Society;
Science and Society;
Thai Studies;
Foundation English;
(or Effective Communication in Thai
Interaction: Effective Communication in English.)

Core courses:

Thai Social and Political History;
Thai Political Institutions and Processes;
Problems of Thai Political Development;
Thai Political Economy;
Socio-Cultural Basis of Thai Politics;
Problems of Rural Development in Thailand;
Regional and Minority Problems;
Thailand and Foreign Relations;
Current Political Issues;
Professional Experience in Political Science.

Specialized courses:

Political Philosophy;
Principles and Methods of Political Science;
Principles and Methods of Public Administration;

Modern Political Analysis;
Principles of Public Finance and Budgeting;
Policy, Project and Project Management;
Public Personnel Management;
Organization Management and Development;
Criminal Law for Political Science;
Criminal Procedure and Evidence for Political Science;
World Society;
Comparative Political Systems;
International Relations;
Government and Politics in Asia;
Great Powers in World Politics;
International Politics in Asia;
International Law and International Organization;
Political Doctrines and Development Strategies;
Government and Politics in Europe and America,

Length of course:

Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 12-24 courses (72-144 credits)
For 4-Year Degree Programmes: 23 courses (138 credits)
  Foundation: 5
  Core Course: 9
  Specialized area: 8
  Free elective: 1.

Media and methods:

Most dominant:
Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes).
Audio-vision (for tutorial sessions)
Radio (10-15 twenty-minute programmes)
Television (3-5 half-hour programmes)
Regional Services
Study Centers
Long residential schooling (5-7 days for Professional Experience Course).
Dominant:
Audio-cassettes (1-3 cassettes)
Video tutorials
Face-to-face tutoring (10-15 hours per semesters for selected courses)
Kits
Practical work.

Least dominant:
Computer-Assisted Instruction.
Face-to-face counselling.

Language of instruction: Thai.

Admission requirements: Completed lower secondary education or equivalent (10th Grade) with five years working experience and reaching the age of 20 years old; or completed secondary school education (12th grade); or

Number of students: *28,757* (1985-90). App. 9,500 are active students in each semester. Since 1982, there are more than 1,300 graduates.

Annual students intake: App. 1,500.

Evaluation:

Continuous assessment: Self-pretests and self-posttests (not for submission).

Final course assessment: Written final examinations.
After completing all of the course work or during the last semester. attendance of an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.

Educational and employment arrangements: None.

Profile of students in this programme:

By Regions:	(%)
Urban(Bangkok):	24.1
Central:	12.4
Eastern:	15.6
Northeastern:	18.7
Northern:	15.6
Western:	07.6
Southern:	10.3
Total:	100.0

By gender:	(%)
Male:	78.5
Female:	21.5
Total:	100.0

By Marital Status:	(%)
Single:	67.4
Married:	29.1
Divorced/widow:	01.4
Not indicated:	02.1
Total:	100.0

By Age:	(%)
Under 21:	14.5
21-25:	37.8
26-30:	23.4
31-35:	12.7
36-40:	06.2
41-50:	04.4
51-60:	00.6
Over 60:	00.1
Not indicated:	00.3
Total:	100.0

By Educational Background:	(%)
Secondary school:	16.5
Lower vocational Cert.:	51.6
Medical/Health Certificate:	17.2
Associate Degree:	00.3
Bachelor's degree:	04.1
Higher degree:	00.2
Others:	01.4
Not indicated:	02.1
Total:	100.0

By Employment:	(%)
Public:	55.7
Private:	19.7
Self-employed:	05.0
Farming:	04.1
Free-lance:	04.7
Unemployed:	07.7
Others:	03.1
Total:	100.0

By Level of income:(per month)

Baht (US$)	(%)
Lower than 1,000 (40.0)	07.1
1,001-2,000 (80.0)	10.1
2,001-3,000 (120.0)	31.9
3,001-4,000 (160.0)	19.9
4,001-5,000 (200.0)	10.2
5,001-6,000 (240.0)	06.8
6,001-7,000 (280.0)	04.3
7,000 and over	07.1
Not indicated:	02.6
Total:	100.0

By Religion:	(%)
Buddhists:	93.9
Christians:	00.0
Muslims:	01.9
Others:	-
Not indicated:	03.3
Total:	100.0

Acceptance of certificates, and degrees: Accepted as those from other conventional, non-distance education institutions. The degrees are conferred to the graduates at the Annual Commencement Ceremony by His Majesty the King or His Royal Highness the Crown Prince of Thailand. Approximately 12,000 graduates attend the 3-5 day Graduation Ceremony.

Sources:
1 Planning Division, Office of the President,
2 Office of Registration, Records, and Evaluation,
3 Office of Academic Affairs

PROGRAMME X: *BACHELOR'S DEGREE PROGRAMME IN AGRICULTURAL EXTENSION AND COOPERATIVES*

Level: First degree.

Titles of Degrees:

1. Bachelor of Agricultural Extension and Cooperative-B.Ag.Ext.Coop in Agricultural Extension (4-Year and 2-Year);
2. Bachelor of Agricultural Extension and Cooperative-B.Ag.Ext.Coop in Cooperatives (4-Year and 2-Year).
3. Bachelor of Agricultural Extension and Cooperative-B.Ag.Ext.Coop in Forestry Extension (2-Year).

Courses of instruction: *Courses are divided into (1) Foundation Courses required of all STOU students, (2) Core Courses required of all schools in the School of Agricultural Extension and Cooperatives; (3) Specialized Courses for various majors, and (4) Free Electives. Students may take as free electives any Bachelor's degree level courses within STOU.*

Foundation courses:

Man and Civilization;
Man and Society;
Science and Society;
Thai Studies;
Foundation English;
(or Effective Communication in Thai
or Interaction: Effective Communication in English.)

Core courses:

Agricultural Market and Thai Economy;
Agricultural Law;
Farm Management;
Administration in Agricultural Extension and Cooperatives;
Economic Crops;
Economic Animals;
Soils, Water and Fertilizers;
Rural Development.

Specialized courses:

Agricultural Economics and Cooperatives;
Fundamental of Agricultural Extension;
Public Relations in Agricultural Extension;
Human Relations and Appropriate Psychology for Farmers;
Agricultural Education and Promotion of Agricultural Occupations;
Distance Communication Media for Agricultural Extension:
Supervision in Agricultural Extension and Training of Farmer Leaders;
Fundamental of Forestry Extension;
Ecology and Forest Resource Management;
Agro-forestry;
Comparative Agricultural Extension;
Research Methodology in Agricultural Extension;
Social Forestry;
Laws Pertaining to Forestry Development;
Fundamental of Cooperatives;
Finance and Accounting for Cooperatives Management;
Sales, Purchasing and Service Cooperatives;
Cooperatives Organization and Management;
Production and Processing Cooperatives;
Research Methodology in Cooperatives;
Professional Experience in Agricultural Extension and Cooperatives.

Length of course:

For each 6-credit course:
Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes:
12-24 courses (72-144 credits)
For 4-Year Degree Programmes: 24 courses (144 credits)
    Foundation: 5
    Core Course: 8
    Specialized area: 8
    Free electives: 3.
For 2-Year Degree Programmes: 12 courses (72 credits)
    Foundation: 2
    Core Course: 4
    Specialized area: 5
    Free elective: 1.

Media and methods:

Most dominant:
Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes).
Audio-vision (for tutorial sessions)
Radio (10-15 twenty-minute programmes)

	Television (3-5 half-hour programmes) Regional Services Study Centers Long residential schooling (5-7 days for Professional Experience Course). *Dominant:* Audio-cassettes (1-3 cassettes) Video tutorials Face-to-face tutoring (10-15 hours per semesters for selected courses) Kits Practical work. *Least dominant:* Computer-Assisted Instruction. Face-to-face counselling
Language of instruction:	Thai.
Admission requirements:	**A. Four-year degree programme:** 1. Completed lower secondary education or equivalent (10th Grade) with five years working experience and reaching the age of 20 years old; or completed secondary school education (12th grade); or 2. Completed a Vocational Certificate or equivalent in Agriculture, Commerce, or other related areas with at least one year working experience. **B. Two-year degree programme:** 1. Completed an Associate Degree, a Degree, Higher Vocational Certificates; or equivalent in Agriculture, Forestry, Commerce, or other related areas with at least one year's experience.
Number of students:	*24,122* (1982-90). App. 5,500 are active students in each semester. Since 1983, more than 5,500 students have graduated.
Annual students intake:	App. 1,800.
Evaluation:	
Continuous assessment:	Self-pretests and self-posttests (not for submission).
Final course assessment:	Written final examinations. After having completed all of the course work or during the last semester, attendance of an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.

Education and Employment arrangements: None.

Profile of students in this programme:

By Regions:	(%)
Urban (Bangkok):	15.8
Central:	10.3
Eastern:	11.2
Northeastern:	21.2
Northern:	17.2
Western:	08.6
Southern:	15.5
Total:	100.00

By gender:	(%)
Male:	74.7
Female:	25.3
Total:	100.00

By Marital Status:	(%)
Single:	66.3
Married:	30.7
Divorced/widow:	00.9
Not indicated:	02.1
Total:	100.00

By Age:	(%)
Under 21:	03.7
21-25:	43.7
26-30:	29.0
31-35:	13.0
36-40:	05.7
41-50:	03.7
51-60:	00.5
Over 60:	-
Not indicated:	00.7
Total:	100.00

By Educational Background:	(%)
Secondary school:	22.0
Lower vocational Certificate:	14.2
Medical/Health Certificate:	00.2
Associate Degree:	58.3
Bachelor/s degree:	02.9
Higher degree:	00.2
Others:	00.3
Total:	100.00

By Employment:	(%)
Public:	47.2
Private:	29.2
Self-employed:	05.9
Farming:	08.1
Free-lance:	04.5
Unemployed:	02.2
Others:	02.9
Total:	100.00

By Level of Income:(per month)	
Baht (US$)	(%)
Lower than 1,000 (40.0)	05.0
1,001-2,000 (80.0)	10.1
2,001-3,000 (120.0)	27.3
3,001-4,000 (160.0)	20.4
4,001-5,000 (200.0)	12.3
5,001-6,000 (240.0)	09.8
6,001-7,000 (280.0)	04.8
7,000 and over	08.3
Not indicated:	01.8
Total:	100.00

By Religion:	(%)
Buddhists:	94.8
Christians:	00.6
Muslims:	01.4
Others:	-
Not indicated:	03.2
Total:	100.00

Acceptance of certificates, and degrees: Accepted as those from other conventional, non-distance education institutions. The degrees are conferred to the graduates at the Annual Commencement Ceremony by His Majesty the King or His Royal Highness the Crown Prince of Thailand. Approximately 12,000 graduates attend the 3-5 day Graduation Ceremony.

Sources: 1. Planning Division, Office of the President;
2. Office of Registration, Records, and Evaluation,
3. Office of Academic Affairs.

PROGRAMME XI: *BACHELOR'S DEGREE PROGRAMME IN COMMUNICATION ARTS*

Level: First degree.

Title of Degree: Bachelor of Communication Arts-B.Com.Arts (4-Year and 3-Year).

Courses of instruction: *Courses are divided into (1) Foundation Courses required of all STOU students, (2) Core Courses required of all schools in the School of Communication Arts; (3) Specialized Courses for various majors, and (4) Free Electives. Students may take as free electives any Bachelor's degree level courses within STOU.*

Foundation courses:
Man and Civilization;
Man and Society;
Science and Society;
Thai Studies;
Foundation English;
(or Effective Communication in Thai
or Interaction: Effective Communication in English.)

Core courses:
Principles and Theories of Communication;
Introduction to Print Media;
Introduction to Radio and Television;
Introduction to Photography and Film;
Principles of Advertising and Public Relations;
Language for Communication;
Law and Ethics of Mass Communication;
Statistics and Mass Communication Research;
Communication Behavior;
Principles of Economics.

Specialized courses:
Development Communication;
Mass Communication Planning and Management;
News Reporting and Editing;
Newspaper Production;
Newspaper Administration;
Radio programming;

Radio Program Production;
Radio Administration;
Television Programming;
Television Program Production;
Television Administration;
Introduction to Creative Film Making;
Advanced Film Production;
Advertising Business;
Creative Advertising;
Advertising Administration;
Public Relations Planning;
Media Production for Public Relations;
Public Relation Administrations;
Introduction to Administration;
Professional Experience in Communication Arts.

Length of course:
For each 6-credit course:
Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making programmes: 18-24 courses (108-144 credits)
For 4-Year Degree Programmes: 24 courses (144 credits)
- Foundation: 5
- Core Course: 11
- Specialized area: 6
- Free elective: 2.

For 3-Year Degree Programmes: 18 courses (108 credits)
- Foundation: 1
- Core Course: 11
- Specialized area: 6
- Free elective: None.

Media and methods:
Most dominant:
Printed Media (Self-Instructional Modules with separate workbooks: 15 Units consisting of 45-60 modules bound in 2-3 Volumes).
Audio-vision (for tutorial sessions)
Radio (10-15 twenty-minute programmes)
Television (3-5 half-hour programmes)
Regional Services
Study Centers
Long residential schooling (5-7 days for Professional Experience Course).

Dominant:
Audio-cassettes (1-3 cassettes)
Video tutorials
Face-to-face tutoring (10-15 hours per semesters for selected courses)
Practical work
Kits.
Least dominant:
Computer-Assisted Instruction.
Face-to-face counselling.

Language of instruction: Thai.

Admission requirements: **A. Four-year degree programme:**
Completed lower secondary education or equivalent (10th Grade) with five years working experience and reaching the age of 20 years old; or completed secondary school education (12th grade); or
B. Three-year degree programme:
Completed an Associate Degree or a Degree or equivalent.

Number of students: *36,166* (1984-90). App. 10,000 students register each semester.

Annual students intake: App. 4,800.

Evaluation:
Continuous: Self-pretests and self-posttests (not for submission).

Final course assessment: Written final examinations. After having completed all of the course work or during the last semester, attendance at an intensive workshop (5-7 days) is required for all students in order to be eligible for graduation.

Educational and employment arrangements: None.

Profile of students in this programme:

By Marital Status:	(%)
Single:	84.2
Married:	12.0
Divorced/widow:	01.2
Not indicated:	02.7
Total:	100.00

By Regions:	(%)
Urban(Bangkok):	49.2
Central:	11.2
Eastern:	09.2
Northeastern:	09.1
Northern:	08.2
Western:	05.0
Southern:	08.1
Total:	100.00

By gender:	(%)
Male:	42.5
Female:	57.5
Total:	100.00

By Age:	(%)
Under 21:	24.3
21-25:	43.6
26-30:	17.4
31-35:	07.3
36-40:	03.5
41-50:	02.2
51-60:	00.2
Over 60:	-
Not indicated:	01.5
Total:	100.00

By Educational Background:	(%)
Secondary school:	50.6
Lower vocational Certificate:	19.9
Medical/Health Certificate:	00.3
Associate Degree:	17.0
Bachelor's degree:	08.7
Higher degree:	00.8
Others:	00.3
Not indicated:	02.4
Total:	100.00

By Employment:	(%)
Public:	21.5
Private:	37.8
Self-employed:	07.4
Farming:	01.6
Free-lance:	07.5
Unemployed:	18.9
Others:	05.5
Total:	100.00

By Level of Income:(per month)

Baht (US$)	(%)
Lower than 1,000 (40.0)	10.0
1,001-2,000 (80.0)	15.1
2,001-3,000 (120.0)	23.3
3,001-4,000 (160.0)	16.7
4,001-5,000 (200.0)	10.4
5,001-6,000 (240.0)	06.2
6,001-7,000 (280.0)	04.4
7,000 and over	09.0
Not indicated:	04.9
Total:	100.00

By Religion:	(%)
Buddhists:	93.1
Christians:	02.3
Muslims:	01.8
Others:	-
Not indicated:	02.8
Total:	100.00

Acceptance of certificates, and degrees: Accepted as those from other conventional, non-distance education institutions. The degrees are conferred to the graduates at the Annual Commencement Ceremony by His Majesty the King or His Royal Highness the Crown Prince of Thailand. Approximately 12,000 graduates attend the 3-5 day Graduation Ceremony.

Sources:
1. Planning Division, Office of the President;
2. Office of Registration, Records, and Evaluation;
3. Office of Academic Affairs.

PROGRAMME XII: *MASTER'S DEGREE PROGRAMMES IN EDUCATIONAL STUDIES*

Level: Master's degree.

Titles of Degrees:
1. Master of Education (M.Ed.) in Educational Administration
2. Master of Education (M.Ed.) in Curriculum and Instruction
3. Master of Education (M.Ed.) in Educational Technology and Communication

Courses of instruction: *Courses in the Master of Education programmes are of five credit each divided into (1) Core Courses required of all graduate students in the School of Educational Studies, (2) Specialized Courses for various fields, and (4) Free Electives. Students may take as free electives any Master's degree level courses within STOU.*

Core Courses:
Research Methodology in Education
Systems Approach in Education
Development of Instructional, Training, and Dissemination Systems
Curriculum Development and Instructional Methodology.

Specialized Courses:
Educational Administration:
Theory and Practice in Educational Administration
Policy and Planning in Education
Administration of Educational Resources
Context of Educational Administration
Management Information Systems and Technology in Educational Administration
Seminar on Issues and Trends in Educational Administration
Independent Study in Educational Administration
Master's Thesis.
Curriculum and Instruction:
Context in Education
Principles of Early Childhood Education
Seminar in Early Childhood Education
Administration of Early Childhood Education
Measurement and Evaluation of Preschool Children Behavior
Provision of Experiences for Preschool Children
Basic Skills and Experiences for Elementary School Children

Seminar in Elementary Education
Educational Management for Special and Under-privileged Students
Supervision of Elementary Education
Foundations and Methodologies in Thai Language Education
Foundations and Methodologies in Mathematics Education
Foundations and Methodologies in Social Studies Education
Foundations and Methodologies in Sciences Education
Seminar in Secondary Education
Administration of Academic Affairs
Educational Management of Special Students at the Secondary Education Level
Youth Development
Measurement and Evaluation of Achievement at the Secondary Education Level
Applied Linguistics for Teachers
Development of Language Skills
Contemporary Literature
Folk Literature
Applied Mathematics
Analytical Mathematics
Global Education
Contemporary Information in Social Sciences
Independent Study in Curriculum and Instruction
Master's Thesis.
Educational Technologies and Communications:
Research Methodology in Educational Technology and Communications
Educational Technology and Communications and Human Resource Development
Seminar in Research and Theories in Educational Technology and Communications
Instructional Systems Development
Audio-Visual Media in Education
Mass Media in Education
Electronic and Tele-communication Media in Education
Instructional Communication Techniques and Learning Activities
Instructional Technology and Communication
Technology and Communication in Training
Technology and Communication in Distance Education
Technology and Communication in Extension and Dissemination
Management of Educational Technology and Communication Systems
Independent Study in Educational Technology and Communications
Master's Thesis.

Length of course: For each 5-credit course:
Number of study hours per week per course: 12-18 hours.
Total number of weeks per course: 15 weeks.
Total number of courses making up programmes: 8 courses (40 credits: 25 for course work and 15 for Master's Thesis).

Media and methods: *Most dominant:*

1. Printed Media: 15 units
    - -Study Guides
    - -Self-Instructional Modules
2. Face-to-face seminar seminars
3. Audio-vision
4. Regional Services
5. Study Centers
6. Residential schooling (5-7 days for Graduate Professional Experience Course).

Dominant:
Face-to-face counselling
Audio-cassettes
Video tutorials
Practical work
Kits.
Least dominant:
Computer-Assisted Instruction.

Language of instruction: Thai.

Admission requirements:

1. Completed a Bachelor Degree in Education in related areas;
2. Currently employed as a regular teacher or educational personnel involved in administration, curriculum and instruction, and educational technology and communication;
3. Having 2-3 years working experience in the fields of studies.

Number of students: 300 (To admit students in 1993).

Annual student intake: App. 300.

Evaluation system:
Continuous assessment: Self-pretests and self-post tests (not for submission).

Final course assessment:
1. Written final examinations;
2. Oral examination for Master's Thesis;
3. After having completed all of the course work or during the last semester, attendance of an intensive Professional experience workshop (5-7 days) is required for all students in order to be eligible for graduation.

Educational and employment arrangements: None.

Profile of Graduate students: Not applicable.

Acceptance of certificates, and degrees: To be accepted as equal to those given by a non-distance education institution.

Sources
1 Office of Academic Affairs
2 Graduate Committee

RAMKAMHAENG UNIVERSITY
MINISTRY OF UNIVERSITY AFFAIRS

INSTITUTIONAL DATA

Year of Establishment: 1971, February 26.

Name of Head: **Dr. Choosak Sirinil**
Position: *Associate Professor/President*
Address: Ramkamhaeng Road
Hua Mark, Bangkapi
Bangkok 10240 THAILAND
Telephone: (662) 318-0867-85
Fax: (662) 318-0917

Nature of institution: Established as a national, triple mode "Academic Market" (open-admission) university by the Ramkamhaeng Royal Charter on February 26, 1971 aiming at three groups of (1) Face-to-face, class attending students, (2) Distance learning or home-based students, and (3) Class-attending and distance learning students. The students decide as to what group they belong. Presently, there are seven Faculties: Law, Business Administration, Humanities, Education, Science, Political Science, and Economics. The University is located on two campuses: (1) *Hua Mark Main Campus* on a 120 acre piece of land in Bangkapi District of Bangkok, and (2) the *Pachim Sawat Suwannapasri Campus* at Toong Sethi in Bangplee on the Bangna-Trad Highway to Pataya (for first-year students).

Educational levels
1. Associate Degree Level
2. Bachelor's Degree Level
3. Master's Degree Level.

Titles of programmes:
A. ASSOCIATE DEGREE LEVEL
1. Associate Degree in Law
2. Associate Degree in Business Administration
3. Associate Degree in Education
4. Associate Degree in Science
5. Associate Degree in Political Science.

B. BACHELOR'S DEGREE LEVEL

1. Bachelor of Law-LL.B
2. Bachelor of Business Administration (B.B.A)
3. Bachelor of Arts (B.A)
4. Bachelor of Education (B.Ed)
5. Bachelor of Science (B.S.)
6. Bachelor of Political Science (B.Pol Sc.)
7. Bachelor of Economics (B.Econ.).

C. MASTER'S DEGREE LEVEL (Non-distance education programmes)

1. Master of Science (M.S) in Geography
2. Master of Science (M.S) in Applied Chemistry
3. Master of Liberal Arts (M.A) in Political Science
4. Master of Economics (M.Econ.) in Economics.

Governance: A national establishment under the Ministry of University Affairs.

Objectives: As stated in Article 5 of the Ramkamhaeng University Royal Charter, Ramkamhaeng University (RU) was established as "...the *Academic and Research Market* institution with the aims to provide academic and professional education, to conduct research for academic and professional promotion, and to uphold the cultural heritage." Generally, the objectives of the RU fall into the following categories:

1. Personal development
2. Expansion of educational opportunity
3. Life-long recurrent education
4. Teacher Education and Training
5. Training of skilled manpower
6. Economic development
7. National development
8. Political and economic ideology
9. Promotion of democracy.

Sources of financial support: Government and university's own revenue, mainly from tuition fees.

Tuition Fees: The student pays all tuition expenses by himself/herself in the amount of 1,000 Baht (US$ 40.0) per year. They have to pay extra for texts and educational materials. (Tuition fee is Baht 18.00 or US$0.70 per credit).

*Budget:*For fiscal year 1992: Baht 709.69 from the University revenue: Baht 325.0 million or US$12.75 million (45.79%) and from Government Budget: Baht 384.69 million or US$15.08 million (54.21%).

Trends of development of resources and activities:

Expanded:
Financial provision
Materials and textbooks
Variety of programmes and courses offered
Library resources.
Decreased:
Broadcast programmes.
Stable:
Face-to-face sessions.
Audio-visual media
Study centers.

Trends of enrollment:

Increasing. The initial enrollment in 1971 was 57,198 students. The enrollment in the First Semester of 1991 was 78,566 increased from 68,314 in the First Semester of 1990. New students are admitted twice a year during the first semester and the second semester.

Number of current DE students:

There are currently 302,891 students in both Master's degree and Bachelor's degree Programmes. Among these students, 98,950 (32.67%) are class-attending students, 127,760 (42.18%) belong to the mixed type (both attending classes and learning at a distance), and 76,177 (25.15%) are distance learning or home-based students. About 210,000 students actively register in each semester and about 120,000 register for re-examinations.

Number of annual intake of DE students:

App. 70,000.

Number of students currently enrolled in each DE level:

Bachelor's Degree 302,799.
Master's Degree 92.

Number of annual DE graduates:

1973-1981 Average 8,721 and 1982-1989 Average 18,585.

Year	*No. of Graduates*	*Year*	*No. of Graduates*
1974	1,256	1982	16,192
1975	3,351	1983	19,868
1976	4,893	1984	21,157
1977	6,919	1985	21,796
1978	8,746	1986	23,287
1979	10,199	1987	20,129
1980	10,892	1988	18,569
1981	12,495	1989	18,680

Accumulative number of DE graduates:	218,454. (1973-1989).
Components of personnel in DE:	A mix of full-time and part-time academic and non-academic staff.
Number of full-time staff:	*1991 Full-time Personnel:* Government Budget: 2,319 Officials: Academic (748) Academic Support (285) Administrative (667) Employees (619) University Revenue: 1,590 Academic (19) Academic Support (258) Administrative (870) Employees (443) Total: 3,909
Number of part-time staff:	More than 500 hundreds of part-time academic staff from other universities appointed as "Special Lecturers" for the various courses.
Number of courses and programmes:	*No. of Courses:* 2,154 courses (1-3 credits). *No. of Levels:* Three (Associate Degree, Bachelor's Degree, Master's Degree) *No. of Programmes:* 61. (Bachelor's Degree 57;Master's Degree 4).
Production of teaching materials/media:	1. Teaching materials and media for each course are individually written by writer(s). No course team approach is appointed. For production of radio and TV programmes, however, academic staff and production staff at the Office of Education Technology work together in planning, preparing, and production of the programmes. 2. Methods of writing materials: After the writer is appointed, he prepares his own course syllabus based on the course description in the curriculum. Then, he prepares his lecture for face-to-face students and prepares traditional format of texts. So far, most texts are not produced for self-instructional purpose. The RU is encouraging academic staff to prepare self-instructional modules for home-based students.

3. The media production stages vary according to the type of media. No institutionalized media production system is available.

Regional/Study Centres: Available at RU Regional Academic Resource Centres.

Number of regional and local study centres: Number of RU Regional Academic Resource Centres: 9 in Chieng Mai, Pisanuloke, Nakorn Sawan (Non-Formal Education Centre Library), Udornthani, Khon Khaen, Nakorn Rajasrima, Surathani, and Songkla Province. Local study centres are not available.

Operators of centres: Heads of RU Regional Academic Resource Centres.

Sources of financial support: The sources of financial supports of these centers are from (1) RU's revenue from tuition fees and investment, and (2) the Government.

Major functions of these centres: Major functions of these centres are:

1. Providing audio-cassettes of lectures recorded from the main campus in Bangkok;
2. Providing texts of all courses;
3. Providing counselling services;
4. Providing public relations materials.

Overall student Profile:

Age: *(1990)*

Years:	*Proportion* (%)
Under 21	72.41
Between 21-30	19.03
Between 31-40	20.36
Between 41+	8.56
Total:	100.00

Gender: *(1990)*

Sex:	(%)
Male	50.81
Female	49.19
Total:	100.00

Income: *(1990)*

Level:	(%)	*Income/month*
Top	2.41	+Baht 7,000 (US$ 275)
Middle	7.41	Baht 4,000 - 5,999 (US$150-275)
Bottom	26.33	-Baht 4,000 (US$150)
No income	63.85	
Total:	100.00	

Geographical distribution: (1990)

Areas:	(%)	
Urban	26.46	(During their studies about 75% of the students come to reside in Bangkok or nearby provinces. Among these about 19.60% are natives of the Northeast; 12.19 of the North; 15.99 of the South; 9.55% of the Central: 9.34% of the West; 6.82% of the East; and 0.05% live aboard).
Rural	73.54	
Total:	100.00	

Occupational and Ethnic Composition of DE Students:

Ethnic: Homogeneous.

Occupational:	(%)	
Public sector	8.81	(Police/military 3.14%; Teachers 0.4%; State enterprise: 1.2%; government officials 2.83%; employees 1.24%)
Private sector	21.92	
Unemployed	63.85	
Self-employed	3.29	
Farming	0.80	
Others	1.33	
Total:	100.00	

Future development: The RU plans to offer more graduate programmes in Human Resource Development, International Business, and Educational Technology.

Major obstacles for implementing distance education: (1) Production of texts for self-learning purpose as more than 65% of RU students cannot attend classes and have to study by themselves; (2) High cost of air time for TV broadcast; and (3) Inadequate number of media production personnel.

Affiliation with regional and international DE organizations:

ICDE
UNESCO
ILA.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

List of Programmes:

1. Associate Degree Programmes
2. Bachelor's Degree Programmes
3. Master's Degree Programmes.*

*Survey information not included as the Master's degree programmes are not offered through the distance education mode.

PROGRAMME I: *ASSOCIATE DEGREE PROGRAMMES*

Level: Pre-degree.

Titles of Associate Degrees:

1. Associate Degree in Law
2. Associate Degree in Business Administration
3. Associate Degree in Education
4. Associate Degree in Science
5. Associate Degree in Political Science

Programmes and majors:

Law:

-General Law
-Commercial Law
-Civil Law
-Public Law
-International Law.

Business Administration

-Accounting
-General Management
-Finance and Banking
-Marketing
-Advertising and Public Relations
-Services Industries.

Education:

-Teaching (Thai, English, History, Social Studies, Mathematics, Math-Science, and Geography)
-Educational Measurement
-Physical Education
-Audio-Visual Education
-Business Education
-French
-Health Education.

Social Sciences:

-Psychology (Social Psychology, Counselling and Guidance, Clinical and Community Psychology)
-Geography (Map, Human, and Environmental)

Science:

- -Chemistry
- -Biology
- -Physics
- -Mathematics
- -Statistics
- -Operational Research
- -Computer Science
- -Material Technology
- -Food Technology
- -Combinatorics.

Political Science:

- -Government
- -International Relations
- -Public Administration

Length of course: There are two types of Associate Degree programmes: (1) Associate Degree with a specially designed curriculum: i.e Associate Degree in Law, and (2) Associate Degrees granted to regular 4-year students who, after completing third year programme (108 credits), are not qualified for Bachelor degree. The students must submit their request for receiving the Associate Degrees in their field of study.

Number of study hours per week per course:
One-credit course: 1-3 hours
Two-credit course: 2-6 hours
Three-credit course: 3-9 hours.
Total number of weeks per course: 16-18 weeks.
Total number of courses making up programmes: The structure of the programmes varies from Faculty to Faculty. Tentatively, the number of courses making up the programmes are as follow:

A. Associate Degree in Law: (114 credits)

Foundation:	31 credits
Law courses:	79 credits
Electives:	4 credits.

B. Associate Degrees in other major areas: (108 credits)
Same as number of courses required for Bachelor's Degree.

Media and methods: For distance learning students only:
Most dominant:
Printed Media--texts made available at the University Press; not delivery by mail;

Dominant:
Audio-cassettes (recording of some lecture sessions);
Radio (30-45 minute programmes broadcast on Radio Thailand Programme Two for Education on about 28 stations nation-wide)
Television (30-45 minute programmes on Channel 11 nation-wide)
Regional Services.

Language of instruction: Thai.

Admission requirements: 1. Completed at least secondary school education (12th grade) or equivalent; or
2. Completed lower secondary education or equivalent (10th Grade) and must be (1) a government civil servant with second level or higher; or (2) an employee in a state enterprise for at least five years.

Number of students: Data not available.

Annual students intake: 70,000. Most students enroll as regular Bachelor's degree students. Their status is changed to that of an Associate Degree student when, after completing the requirements for an Associate degree and realizing that they are not able to receive the degree, they may then apply for an Associate Degree.

Evaluation: Students must sit in and pass the examination for each registered course. Three grades are given: G-Good (4.0 point); P-Pass (2.25 point), and F-Fail.

Continuous assessment: None.

Final course assessment: Written final examinations.

Educational and employment arrangements for graduates: None.

Profile of students in this programme:

By Educational Background:

	(%)	
Secondary education:	72.41	
Lower Level Certificate:	10.14	
Higher Level Certificate or Associate Degree:	09.11	
First degree:	04.83	
Higher degree:	00.06	
Re-admitted students:	03.45	(whose 8-year period has already expired)
Total:	100.00	

By Employment:	(%)
Full-time public:	08.24
Full-time private:	21.92
Self-employed:	03.29
Farming:	00.83
Unemployed:	63.85
Others:	01.87
Total:	100.00

By gender:	(%)
Male:	50.82
Female:	49.18
Total:	100.00

Acceptance of certificates, and degrees: Equal to those from other conventional, non-distance education institutions.

Sources
1. Planning Division, Office of the President.
2. Graduate Division, Office of Admissions and Records.

PROGRAMME II: *BACHELOR'S DEGREE PROGRAMMES*

Level: First degree.

Titles of Degrees:

1. Bachelor of Law-LL.B
2. Bachelor of Business Administration (B.B.A)
3. Bachelor of Arts (B.A)
4. Bachelor of Education (B.Ed)
5. Bachelor of Science (B.S.)
6. Bachelor of Political Science (B.Pol Sc.)
7. Bachelor of Economics (B.Econ.)

Programmes and majors:

Law:

- General Law
- Commercial Law
- Civil Law
- Public Law
- International Law.

Business Administration

- Accounting
- General Management
- Finance and Banking
- Marketing
- Advertising and Public Relations
- Services Industries.

Liberal Arts:

- English
- Thai
- History
- Library Science
- French
- German
- Philosophy.

Education:

- Teaching (Thai, English, History, Social Studies, Mathematics, Math-Science, and Geography)
- Educational Measurement
- Physical Education
- Audio-Visual Education

-Business Education
-French
-Health Education.

Social Sciences:
-Psychology (Social Psychology, Counselling and Guidance, Clinical and Community Psychology)
-Geography (Map, Human, and Environmental)

Science:
-Chemistry
-Biology
-Physics
-Mathematics
-Statistics
-Operational Research
-Computer Science
-Material Technology
-Food Technology
-Combinatorics.

Political Science:
-Government
-International Relations
-Public Administration.

Economics:
-Economics Theories
-Industrial Economics
-Monetary Economics
-Finance/Fiscal Economics
-International Economics
-Development Economics
-Quantitative Economics
-Agricultural Economics
-Economic History
-Human Resource Economics.

Length of course: All Bachelor's degree programmes are four-year, allowing students to complete the programme of study from between three and a half years to eight years totalling 144-147 credits.

Number of study hours per week per course:
One-credit course: 1-3 hours
Two-credit course: 2-6 hours
Three-credit course: 3-9 hours.

Total number of weeks per course: 16-18 weeks.

Total number of courses making up programmes: The structure of the programmes varies from Faculty to Faculty. Tentatively, the number of courses making up the programmes are as follow.
Foundation or General
Education courses: 15 (43-45 credits)
Major courses: 17 (51-57 credits)
Minor courses: 14 (41 credits)
Electives: 4-6 (12 credits).

Media and methods: For distance learning students only:
Most dominant:
Printed Media--texts made available at the University Press; not delivery by mail.
Dominant:
Audio-cassettes (recording of some lecture sessions);
Radio (30-45 minute programmes broadcast on Radio Thailand Programme Two for Education on about 28 stations nation-wide)
Television (30-45 minute programmes on Channel 11 nation-wide)
Regional Services.

Language of instruction: Thai.

Admission requirements: 1. Completed at least secondary school education (12th grade) or equivalent; or
2. Completed lower secondary education or equivalent (10th Grade) and must be (1) a government civil servant with second level or higher; or (2) an employee in a state enterprise for at least five years.

Number of students: *302,799* (1991). App. 220,000 students register for courses in each semester.

Annual students intake: App. 70,000.

Evaluation: Students must sit in and pass the examination for each registered course. Three grades are given: G-Good (4.0 point); P-Pass (2.25 point), and F-Fail.

Continuous: None.

Final course assessment: Written final examinations.

Educational and employment arrangements for graduates: None.

Profile of students in this programme:

By Educational Background:

	(%)
Secondary education:	72.41
Lower Level Certificate:	10.14
Higher Level Certificate or Associate Degree:	09.11
First degree:	04.83
Higher degree:	00.06
Re-admitted students: (whose 8-year period has expired)	03.45
Total:	100.00

By Employment:	(%)
Full-time public:	08.24
Full-time private:	21.92
Self-employed:	03.29
Farming:	00.83
Unemployed:	63.85
Others:	01.87
Total:	100.00

By gender:	(%)
Male:	50.82
Female:	49.18
Total:	100.00

Acceptance of certificates, and degrees: Equal to those from other conventional, non-distance education institutions. The degrees are conferred to the graduates at the Annual Commencement Ceremony by His Majesty the King or Her Royal Highness the Crown Princess Sirindhorn of Thailand. Each year during Mid December, approximately 18,000 graduates attend the 3-5 day Graduation Ceremony held at the Ampcrn Royal Garden in Bangkok.

Sources

1 Planning Division, Office of the President.

2 Graduate Division, Office of Admissions and Records

CENTRE FOR EDUCATIONAL TECHNOLOGY (CET) DEPARTMENT OF NON-FORMAL EDUCATION, MINISTRY OF EDUCATION

INSTITUTIONAL DATA

Year of Establishment: 1952.

Names and positions of Heads: **Dr.Surat Silpa-Anan**
Director-General, Department of Non-Formal Education
Mr.Pisan Siwayabrahm
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Nature of institution: CET is a conventional institution with distance teaching programmes.

Educational levels provided for DE programmes: Primary: *Prathom Suksa* 1-6 (Grade 1-6)
Secondary: *Mathayom Suksa* 1-6 (Grade 7-12).

Titles and levels of DE programmes:

Title	*Level*
1. Primary Education: Foundation Groups	Primary 1-6
2. Lower Secondary Education	Secondary 1-3
3. Upper Secondary Education	Secondary 4-6

Governance: A national establishment. CET was established on March 8, 1952 in the Department of General Techniques (Academic Affairs), Ministry of Education and in the early 1980's became a part of the Department of Non-Formal Education (DNFE) which was upgraded from the Adult Education Division. CET is in charge of (1) conducting research and studies, developing, producing, and rendering educational services to all schools and agencies in the Ministry of Education, and (2) disseminating education through educational radio, educational television, distance education media, and other appropriate media for the promotion of education both in the formal and non-formal modes.

Distance education is a major activity of the DNFE. Through CET, Regional, and Provincial Non-Formal Education Centres, thousands of teachers and students in schools and home-based students benefit greatly from distance education activities.

There are three groups of students receiving services from the DNFE: (1) **Class-Attending (CA)** or *"Khao Chan Rian"* students who attend regular evening or weekend classes provided at designated secondary schools; (2) **Non-Enrolled Self-Learning (NESL)** or *"Sorb Tiap"* students who study by themselves without directly receiving instruction from the DNFE but register for final examinations administered by the DNFE; and (3) **Enrolled Distance Education (EDE)** or *"Tang Klai"* students who receive distance education materials in the forms of texts, radio and TV programmes, and "Counselling group" sessions.

Objectives:

CET's major aim is to provide services in educational technology for enhancing and promoting teaching and learning qualities of teachers and students both in formal and non-formal settings. Generally, distance education activities of the DNFE meet the following objectives:

1. Life-long recurrent education for personal and national development
2. Expansion and equality of educational opportunity for those who had not had formal primary and secondary education.

Sources of financial support of DE programmes:

Tuition Fees:
The student pays all tuition expenses.
Budget: From the Government provided through the DNFE.

Trends of development of DE resources and activities:

Distance education packages are produced in the form of multi-media packages which are disseminated to the target learners through learning centres provided at the various Provincial Non-Formal Education Centres. The trend of development and resources are as follow:

Expanded:
Radio programmes
Printed correspondence texts
Work-books
Audio-cassettes
Video-cassettes
TV programmes
Personnel
AV aids
Counselling groups

	Learning centres Weekend and evening group meetings. *Decreased:* None.
Trends of enrollment in DE Programmes:	Increasing.
Number of current DE students:	App. 270,000 EDE students enrolled for Primary, Lower Secondary, and Upper Secondary Levels. Students ing CA and NESL groups are not included.
Number of annual intake of DE students:	More than 100,000 EDE students.
Number of students currently enrolled in each DE level:	Primary Level: App. 15,000. Lower Secondary Level: 150,000. Upper Secondary Level: 105,000.
Number of annual DE graduates:	Data not available.
Accumulative number of DE graduates:	Data not available.
Components of personnel in DE:	A mix of full-time and part-time staff members.
Number of full-time staff:	214 both academic and non-academic.
Number of part-time staff:	Data not available.
Number of Courses and programmes:	Number of courses offered: 34. Number of programmes offered: 3 (Primary, Lower Secondary, and Upper Secondary).
Production of teaching materials/media:	All distance learning packages are produced according to the curriculum prescribed by the Ministry of Education's Department of General Techniques. All media are produced by staff of CET and appointed teachers from the Department of General Techniques. CET

employs the radio-based approach consisting of (1) radio programmes, (2) printed self-learning texts, (3) work-books, (4) audio-cassettes, (5) pamphlets, (6) posters, and (7) illustration sets. For English courses, listening sets are also provided. As of 1991, 1,118 instructional radio programmes and 10 distance learning packages have been produced for primary, lower secondary, and upper secondary education levels.

Regional/Study Centres: Available at Regional NFE Centres, Provincial NFE Centres, Provincial Public Libraries, and Learning Centres under the DNFE and all provincial secondary schools under the Department of General Techniques.

Number: Number of Regional NFE Centres: 5 (at Lampang, Rajaburi, Rayong, and Lampang Provinces).
Number of Provinical NFE Centres: 73.
Number of Provincial Public Libraries: 73.
Number of Learning Centres: App. 8,000 (1,009 in Bangkok for 1991).

Operators of the Centres: These centers are run by designated Directors of various NFE centres.

Source of financial supports: The Government and student fees.

Major functions of NFE centres:

1. Providing tutorial sessions
2. Providing group counselling services
3. Providing examinations
4. Group discussion
5. Radio/TV listening and viewing centres.

Overall student Profile:

Age:

Years:	*Proportion* (%)
Under 21	84.9
Between 21-30	15.1
Between 31-40	-
Between 41-50	-
Over 51	-
Total:	100.0

Gender:

Sex:	(%)
Male	Data not
Female	available.
Total:	100.0

Income:

Level:	(%)
Top	Not applicable.
Middle	
Bottom	
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	15.0
Rural	85.0
Total:	100.0

Occupational and Ethnic Composition of DE Students:

Ethnic: Homogenous.
Occupational:
Business: 20%; Factory workers: 80%

Future development:

Possible distance education development in the next 5-10 years is the increases use of TV programmes and establishment of more Learning Centres closer to students' homes.

Major obstacles for implementing distance education:

(1)Coverage of radio signals in certain areas. Although CET's radio programmes are broadcast more than 50 hours per week on Radio Thailand Educational Network, reaching 90% of populated areas, there are certain areas where reception is not clear; (2)Distance media use is not well disseminated to meet the demand of home-bases students; and (3)The meeting of "interest groups" for the DE groups of students are not efficiently organized.

Affiliation with regional and international DE organizations:

ICDE
UNESCO.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION:

List of Programmes:*
1. Primary education
2. Lower Secondary education
3. Upper Secondary education.

*Data not available.

Sources:
1. Centre for Educational Technology, Department of Non-Formal Education;
2. Songkhla Provincial Non-Formal Education Centre from which the number of students was used as basis for estimation of tentative total student enrollments.

SURVEY OF DISTANCE EDUCATION IN TURKEY

COUNTRY PROFILE

Turkey is a republic in the Middle East lying partly in Asia and partly in southern Europe, sharing boundaries with Syria, CIS, Iran, Iraq, Bulgaria, and Greece. The country's area of 300,948 square miles (779,452 square kilometres) includes the 9,175 square miles (23,764 square kilometers) of European Turkey consisting of a portion of Thrace (Trakya in Turkish) and the larger (291,773 square miles) of Asian Turkey called "Anatolia" (Anadolu in Turkish). Turkey is bounded on the east by Iran and Georgia, on the south by Iraq, Syria, and the Mediterranean Sea, on the west by Bulgaria, Greece, and the Aegean Sea, and on the north by the Black Sea. The president of the republic is the head of state serving a seven-year term. The capital is Ankara. Turkey consists of seventy-three provinces.

Economy, Population and Demography: A free market economy oriented to Europe and the Western world. Rich in a wide variety of mineral deposits, but relatively few have been exploited on a large scale due to the lack of domestic capital and inadequate processing facilities. The population of Turkey is 56.96 million (1990); 51% of which is younger than twenty-four years of age and 41% still considered rural. Turkey has had one of the highest rates of population increase in the world with the total population almost tripled in the decades between 1930 and 1970.

Language of Instruction: Official language is Turkish. There are secondary schools where the language of instruction is English, French, German or Italian. And, there are universities such as METU, BOGAZICI which also use English as language of instruction. Moreover, English, German or French take place within the curricula of secondary schools, technical colleges and universities.

Educational System: The educational system includes conventional education (pre-school to higher education) and distance education.

Communication Infra-structure: Turkey has a complete communication infrastructure comprised of broadcasting network, postal services, telephone system, and print.

OVERVIEW OF DISTANCE EDUCATION: Distance education in Turkey was defined in the Higher Education Law enacted on November 6, 1981. According to Article 3 of the Higher Education Law, the forms of higher education were described as "formal, open, external and expanded". Distance education is open in the sense that instruction that is conducted by means of radio, television and printed material. Within this legal framework, the Faculty of Distance Education (AÖF) was established in 1982 as a component of Anadolu University located in the city of Eskisehir. The Higher Education Law has foreseen establishing and organizing continuous distance education in all higher education institutions. But, due to the shortage of adequate mass communication technologies and facilities at the beginning or not being prepared to carry the courses in support of audio-visual material, most institutions were unable to implement the distance education policy, thus, preferring to employ traditional teaching methods for the time being. The Distance Education Faculty at Anadolu University has, consequently, the sole responsibility for organizing distance education throughout the country.

Factors Leading to Establishment of DE Programmes:	The need of high school graduates who could not get sufficient marks to get admitted to educational programmes of their preference due to the limited available places in conventional universities.
Year of Establishment:	Correspondence instruction in Turkey was introduced in 1974/75, but a more systematic distance education institution was established in 1982 when the Faculty of Distance Education was established in the Anadolu University according to the Higher Education Law of 1981.
Education Media:	Printed educational materials, videotapes, films, cassettes, books, radio/TV broadcasts, group discussions, and academic counselling,
Sources of Financial Supports:	From two major sources: (1) state budget (1-2%) in cash and in the form of facilities and teaching staff from government agencies and other universities such as Turkish Radio and Television, and the Ministry of Education, and (2) revolving investment from educational fees, examination and educational material charges.
Trends of Development in Distance Education:	Generally on an upward trend. As stated in the Sixth Five Year National Plan (1990-94), the government policy regarding distance education is flexible to follow the changing conditions of the world, allowing the higher education institutions to adapt themselves easily and rapidly to new developments. The Faculty of Distance Education has planned more new academic programmes and cooperation with other institutions such as "Channel E Project"--a joint international project conducted by the European Institute for Media.
Legal Status:	There are *three* laws and regulations governing distance education: (1) the Higher Education Law (No.2547) of 1981 in which higher education is described as " formal, open, external, and expanded" whereas the term "open education" is defined as the type of education and instruction via radio, television, print media, and other educational means; (2) Law No. 2809 of March 28 1983, No

41 Higher Education Institutions Legislation, Article 21, describing the forming of Anadolu University and specifying the affiliation of distance education to this university; and (3) Distance Education Regulation (1982) describing types of distance education, content of courses, admission, delivery system, examination system, transfer of credits, educational fees and charges, requirement for and right of students, and responsibility of Anadolu University in managing central distance education.

Aims: According to Article 269 of the Sixth Five Year Plan, the aim of distance education is "...to provide more knowledge and skills in every field required by the public".

Control and Management: Governing bodies of distance education institutions are the same as those of other conventional formal higher education institutions.

Instructional System: Students study from text books, radio and TV broadcasts, participating in face-to-face academic counselling, viewing videocassettes, and receiving counselling through telephone.

Geographical coverage: Nation-wide coverage through Anadolu University's Faculty of Distance Education, Provincial Offices of the Faculty of Distance Education, Distance Education Academic Counselling Services Centres, and provincial radio and TV broadcasts.

Research Activities: Limited.

Enrollment and Graduates in DE Programmes: Since 1983, the number of new enrollments has increased from 18,892 to 69,146 in 1990. Total number of enrollments reached 228,295 by 1990, of whom 158,364 (69%) are male. In 1986/87, there were 6,697 graduates, 4,887 male and 1,810 female.

International Affiliation and Cooperation: International Institute for the Media.

Problems and Constraints: (1) Insufficient financial funds to broaden distance education and support the various programmes in several fields to educate and train every level of the community, and (2) Insufficient international relations to participate in various international and regional projects.

LIST OF DISTANCE EDUCATION INSTITUTIONS: Anadolu University's Faculty of Distance Education.

ANADOLU UNIVERSITY: FACULTY OF DISTANCE EDUCATION
MINISTRY OF EDUCATION

INSTITUTIONAL DATA

Year of Establishment: 1982.

Names and Positions of Heads:
Prof. Dr. Yilmaz Buyukersen
Rector, Anadolu University
Prof. Dr. Semith Buker
Dean, Faculty of Distance Education.

Address:
Anadolu Universitesi
Acik Ogretim Fakultesi Eskishir
TURKEY.

Telephone: (922) 153455
Telex: 35147 ESAK TR
Fax: (922) 153616

Nature of institution: A conventional university with distance education faculty and distance education programmes.

Educational levels provided for DE programmes:
Certificates/Diploma
First Degree
Training.

Titles and levels of DE programmes:

Title	*Level*
1. Business Administration (4-year) Programme	License
2. Economics (4-year) Programme	License
3. Primary School Teacher Training (2-year) Programme	Pre-license
4. Implementation for Secondary School Teachers	License
5. Tourism Programme	Certificate
6. Hygiene and Nursing Programme	Certificate.

Governance: A national establishment.

Objectives:
1. Economic development
2. Personal development
3. Vocational development
4. Expansion of educational opportunity

5. Training of skilled manpower
6. Equality of educational opportunity
7. Cost-effectiveness
8. Teacher Education and Training
9. Vocational training
10. Other: To educate the children of the Turkish families who live in various countries.

Sources of financial support of DE programmes:

Tuition and Fees:
The student pays all tuition expenses by himself/herself to the amount of US$50.
Budget:
Approximate annual budget for distance education of this institution for 1990 was US$ 2.0 million.

Trends of development of DE resources and activities:

Expanded:
Financial provision
Distance education programmes
Local study centres
Telecommunication equipment
Study materials and textbooks
Variety of courses offered
Broadcast programmes
Audio-visual media
Face-to-face sessions
Library resources.

Decreased: None.
Not applicable: Teaching force.

Trends of enrollment in DE Programs: Increasing.

Number of current DE students: Over 430,295 students for all programmes leading to Diploma, Certificates, License, and Pre-License.

Number of annual intake of DE students: Approximately 69,000 annually.

Number of students currently enrolled in each DE level:

Level of Education	Enrolment Figure
1. License	228,295
2. License Implementation	54,000
3. Pre-License	140,000
4. Certificate	8,000
Total:	430,295

Number of annual DE graduates:	Approximately 6,697.
Accumulative number of DE graduates:	Approximately 170,000 since the establishment of DE programs.
Components of personnel in DE:	A mix of full-time and part-time faculty members. Academic staff from other universities are used for academic counselling and face-to-face sessions.
Number of full-time staff:	Academic: 75 (1989/90) Non-academic: None. They are provided from other units. Total: 75.
Number of part-time staff:	Academic: 24 (1988/89) Non-academic: None Total: 24.
Number of Courses and programs:	Number of courses offered: more than 100 programmes, 48 of which are for two License Programmes Number of programmes offered: 7 programmes, 2 of which are for license programmes.
Production of teaching materials/media:	1. Teaching materials and media are produced by authorized academic staff. 2. Books, audio-visual materials, radio/TV programmes are based on existing scientific and academic approaches. 3. The stages are to review each media, and then produce permanent teaching aids.
Regional/Study Centers:	Available throughout the country at Anadolu University's Faculty of Distance Education, Provincial Offices of Faculty of Distance Education, and Faculty of Distance Education's Provincial Academic Counselling Service Centres.
Number of regional and local study centers:	23.
Operators of these centers:	Run by local universities, faculties, and schools in close collaboration with the Faculty of Distance Education, Anadolu University.
Sources of financial support:	The sources of financial supports are from (1) State budget, (2) Sources obtained from the revolving investment of the Faculty of Distance Education, Anadolu University.

Major functions of these centers:

Major functions of these centers are:
1. Providing tutorial sessions
2. Providing academic counselling services
3. Providing information and public relation
4. Providing examinations.

Overall student Profile:

Age distribution:

Years:	*Proportion* (%)
Under 21	20.23
Between 21-30	67.43
Between 31-40	10.61
Over 41	2.25
Total:	100.0

Gender distribution:

Sex:	(%)
Male	69.36
Female	30.64
Total:	100.0

Income Level:

Level:	(%)
Top	-
Middle	70.0
Bottom	30.0
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	80.0
Rural	20.0
Total:	100.0

Occupational and Ethnic Composition of DE Students:

Ethnic Composition: None. All students are Turkish citizens.
Occupational distribution: Data not available.

Future development:

As stated in the Sixth Five Year National Plan (1990-94), the government policy regarding distance education is flexible to support every progress to follow the changing conditions of the world allowing the higher education institutions to adapt themselves easily and rapidly to new developments.

Major obstacles for implementing distance education:

Insufficient financial funds and international relations to participate in various international and regional projects.

Affiliation with regional and international DE organizations: International institute for the Media.

PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION

List of Programmes:
1. License Diploma in Business Administration
2. License Diploma in Economics
3. License Diploma in Secondary Teacher Training
4. Pre-license Diploma in Primary Teacher Training
5. Training Programme for Nursing and Health Care Staff
6. Certificate programme in Tourism.

PROGRAMME I-II: *UNIVERSITY LICENSE DIPLOMA PROGRAMMES IN BUSINESS ADMINISTRATION AND ECONOMICS*

Level: First degree.

Titles of programmes offered in this level:

1. University License in Business Administration
2. University License in Economics.

Courses or programmes of instruction:

Year 1-2:

Introduction to Business Management
Introduction to Economics
Introduction to Behavioral Sciences
Basic Law
General Accounting
General Mathematics
Foreign Languages: English, French, German.
Turkish Language I-II
Business Management
Economical Analysis
Accounting Applications
Public Finance
Commercial Law
Statistics
Ataturk's Principles and History of Turkish Revolution.

Year 3-4:

Foreign Language
Turkish Language III-IV
Turkish Taxation Regulations
Administrative Structure of Turkey
Turkish Economy
Investment and Project Evaluation
Computers and Basic Programming
Business Finance
Marketing
Cost Accounting
Law of Business and Social Security
Behaviour of Organizations
Advertising and Sales Management
Currency and Banking
International Economics

State Budget
Economic Development
Finance Policy
Taxation Applications

Length of course: *Minimum number of study hours per week per course:* 20.
Total number of weeks per course: 14.
Total number of courses making up programmes: 36.

Media and method: *Most dominant:*
Printed texts
Television programmes.

Dominant:
Video cassettes
Face-to-face tutoring
Face-to-face counselling
TV via satellite
Audio-vision
TV via cable
Telephone counselling
Telephone tutoring.

Least dominant:
Audio-cassettes
Radio
Telephone instruction
Tutoring via mail.

Language of instruction: Turkish Language.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:
1. Pass a competitive entrance examination
2. Complete six years secondary (Lycee)
3. Meet the quota of each programme.

Number of students: *Economics:* 25,093 students (from 20,000 of the 1990 quota).
Business Administration: 58,269 students (from 45,000 of the 1990 quota).

Annual intake of DE students: Depending on the quota which varies every year.

Evaluation system:

Continuous assessment:

1. Written regular tests
2. Written intermediary examinations.

Final course assessment:

1. Written final examinations.

Educational and employment arrangements for graduates: No educational and employment arrangements are provided to the students but they can continue their study in the graduate and post graduate levels and get promotion in their jobs.

Profile of students in this level:

By Educational Background: Data not available.

By Employment:	(%)
Full-time public employees:	25.0
Full-time private employees:	15.0
Part-time employees:	2.0
Total:	100.00

By types of career: Data not available.

By gender:	(%)
Male:	70.0
Female:	30.0
Total:	100.00

Acceptance of final award, certificate, and degree: The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution as the content of the courses are the same and the rights are reserved by related laws and regulations.

PROGRAMME III: *LICENSE IMPLEMENTATION PROGRAMME FOR SECONDARY SCHOOL TEACHERS*

Level: Diploma.

Titles of programmes offered in this level: License Implementation for Secondary School Teachers (one-year programme).

Courses or programmes of instruction:

Humanities:
- History: national and general History
- Philosophy
- Psychology.

Languages and literature:
- Languages: English, French, German, and Turkish.
- Literature: Turkish Literature.

Educational Studies:
- Curriculum development
- Educational administration
- Educational policy analysis and management
- Educational psychology
- Child psychology and counseling
- Mathematics education
- Secondary education
- Science education
- Educational testing and evaluation.

Physical Science:
- Chemistry
- Physics.

Biological Science and Technology:
- General Biology and life sciences.

Mathematics:
- Mathematical sciences.

Social Sciences:
- Geography.

Length of course: *Minimum number of study hours per week per course:* 20.

Total number of weeks per course: 14.

Total number of courses making up programmes: It is a compact course programme consisting of various courses.

Media and methods: *Most dominant:*
Printed texts
Television programmes
Face-to-face tutoring
Face-to-face counselling.

Dominant:
Video cassettes
TV vis satellite
Audio-vision
TV via cable
Telephone counselling
Telephone tutoring
Mail tutoring.

Least dominant:
Radio programmes.

Language of instruction: Turkish Language.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:
1. Pass a competitive entrance examination
2. Completed Secondary School Teachers College
3. Be a current employee
4. Be a citizen of Turkey
5. Meet the quota of each programme.

Number of students: 54,000.

Annual intake of DE students: Depending on the quota which varies every year.

Evaluation system:

Continuous assessment:
1. Written regular tests
2. Written intermediary examinations
3. Attendance of regular workshop/seminars at a specifics institution
4. Attendance at the specified local study centre.

Final course assessment: Written final examinations.

Educational and employment arrangements for graduates: No educational and employment arrangement are provided to the students but they can be promoted to upper positions in the teaching career, improve existing teaching abilities, and qualify for upper salary scales.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: Data not available.

By types of career: All are in-service trainees.

By gender:

	(%)
Male:	40.0
Female:	60.0
Total:	100.00

Acceptance of final award, certificate, and degree: The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution as the content of the courses are the same and the rights are reserved by related laws and regulations.

PROGRAMME IV: *PRE-LICENSE PROGRAMME FOR PRIMARY SCHOOL TEACHERS*

Level: Diploma.

Titles of programmes offered in this level: Pre-License Programme for Primary School Teachers (Two-year programme).

Courses or programmes of instruction:

Humanities:
- History: national and general history
- Philosophy
- Psychology.

Languages and literature:
- Languages: English, French, German, and Turkish.

Educational Studies:
- Curriculum development
- Educational administration
- Educational policy analysis and management
- Educational psychology
- Child psychology and counseling
- Mathematics education
- Secondary education
- Science education
- Educational testing and evaluation.

Length of course: *Minimum number of study hours per week per course:* 20.

Total number of weeks per course: 14.

Total number of courses making up programmes: It is a compact course programme consisting of various courses.

Media and methods: *Most dominant:*

Printed texts
Television programmes
Face-to-face tutoring
Face-to-face counselling.

Dominant:
Video cassettes
TV via satellite
Audio-vision
TV via cable
Telephone counselling
Telephone tutoring
Mail tutoring.

Least dominant:
Radio programmes
Video tutoring.

Language of instruction: Turkish.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:

1. Pass a competitive entrance examination
2. Completed Primary School Teachers College
3. Be a current employee
4. Be a citizen of Turkey
5. Meet the quota of each programme.

Number of students: 140,000 (1985).

Annual intake of DE students: Depending on the quota which varies every year.

Evaluation system:

Continuous assessment:

1. Written regular tests
2. Written intermediary examinations
3. Attendance of regular workshop/seminars at a specific institution
4. Attendance at the specified local study centre.

Final course assessment: Written final examinations.

Educational and employment arrangements for graduates: No educational and employment arrangements are provided to the students but they can be promoted to upper positions in the teaching career, improve existing teaching abilities, and qualify for upper salary scales.

Profile of students in this level:

By Educational Background: Data not availabie.

By Employment: Data not available.

By types of career: All are in-service trainees.

By gender:		(%)
	Male:	40.0
	Female:	60.0
	Total:	100.00

Acceptance of final award, certificate, and degree:

The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution as the content of the courses are the same and the rights are reserved by related laws and regulations.*

PROGRAMME V: *PRE-LICENSE PROGRAMME IN NURSING AND HYGIENE*

Level: Diploma.

Titles of programmes offered in this level:
Training Programme for Nursing and Health Care Staff.
Pre-License (two-year Programme).

Courses or programmes of instruction:
Medical and Health Sciences:
- Health studies
- Medicine
- Nursing
- Pharmaceutical sciences
- Public health and administration.

Length of course: *Minimum number of study hours per week per course:* 20.

Total number of weeks per course: 14.

Total number of courses making up programmes: It is a compact course programme consisting of various courses.

Media and methods:
Most dominant:
Printed texts
Television programmes
Face-to-face tutoring
Face-to-face counselling.

Dominant:
Video cassettes
TV via satellite
Audio-vision
TV via cable
Telephone counselling
Telephone tutoring
Mail tutoring.

Least dominant:
Radio programmes.
Video Tutoring.

Language of instruction: Turkish.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:

1. Pass a competitive entrance examination
2. Complete secondary school.

Number of students: Data not yet available as this is a new programme which started in 1991.

Annual intake of DE students: Depending on the quota, which varies every year.

Evaluation system:

Continuous assessment:

1. Written regular tests
2. Written intermediary examinations
3. Attendance of regular workshop/seminars at a specific institution
4. Attendance at the specified local study centre.

Final course assessment: Written final examinations.

Educational and employment arrangements for graduates: No educational and employment arrangements are provided to the students but they can gain better employment opportunities.

Profile of students in this level: *By Educational Background:* Data not available.

By Employment: Data not available.

By types of career:	(%)
In-service trainees:	60.0
Housewives:	-
Others:	40.0
Total:	100.00

By gender:	(%)
Male:	25.0
Female:	75.0
Total:	100.00

Acceptance of final award, certificate, and degree: The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution as the content of the courses are the same and the rights are reserved by related laws and regulations.

PROGRAMME VI: *CERTIFICATE PROGRAMME IN TOURISM*

Level: Certificate.

Titles of programmes offered in this level: Tourist Training Certificate Programme (one-year Programme).

Courses or programmes of instruction:

Commercial and Management Studies:
- Accounting/Bookkeeping
- Administration.

Languages:
- Foreign Languages: English, French, German.

Services:
- Catering, Hotel, and Institutional Management
- Consumer Services
- Recreation and Sport
- Tourism.

Length of course: *Minimum number of study hours per week per course:* 20.

Total number of weeks per course: 14.

Total number of courses making up programmes: It is a compact course programme consisting of various courses. Students have to attend an eight-week course of practical work.

Media and methods: *Most dominant:*
Printed texts
Audio-Vision
Television programmes
Face-to-face tutoring
Face-to-face counselling
Mail tutoring.

Dominant:
Video cassettes
TV via satellite.
TV via cable
Telephone counselling
Telephone tutoring.

Least dominant: None.

Language of instruction: Turkish.

Admission requirements: Before entering the distance education program, the student must meet the following admission requirements:

1. Pass a competitive entrance examination;
2. Complete secondary school (Lycee);
3. Meet the age requirement of 16-25 years;

Number of students: 8,000.

Annual intake of DE students: Depending on the quota, which varies every year.

Evaluation system:

Continuous assessment:

1. Written regular tests
2. Written intermediary examinations
3. Attendance of regular workshop/seminars at a specific institution.

Final course assessment: Written final examinations.
Eight-week practical work.

Educational and employment arrangements for graduates: No educational and employment arrangements are provided to the students but they can gain better employment opportunities.

Profile of students in this level:

By Educational Background: Data not available.

By Employment: Data not available.

By types of career:	(%)
In-service trainees:	40.0
Others:	60.0
Total:	100.00

By gender:	(%)
Male:	80.0
Female:	20.0
Total:	100.00

Acceptance of final award, certificate, and degree: The final award given by this institution is accepted as equal to a comparable award given by a non-distance education institution as the content of the courses are the same and the rights are reserved by related laws and regulations.

SURVEY OF DISTANCE EDUCATION IN THE SOCIALIST REPUBLIC OF VIETNAM

COUNTRY PROFILE

Vietnam is a socialist republic in Southeast Asia occupying the entire coast of the Indochinese Peninsular bordered in the north by China, on the west by Lao and Kampuchea, and on the south and the east by the South Sea and the Gulf of Tonkin. It has an area of 128,402 square miles (square 332,559 kilometres). The capital is Hanoi.

Economy, Population and Demography:

A socialist economy. From 1941 to 1975 Vietnam's economy was war based. This struggle for national liberation was strongly impressed by a socialist ideology and the liberated areas first in the north from the mid-fifties and then in the south from the mid-seventies established a centralized socialist state economy which, since 1975, has grown slowly due to various factors such as the US led oil embargo. Since 1986, the development of a private economic sector has been encouraged by the government in addition to the continuous support on the development of the State economic sector and local cooperatives. The needs of education in economic development are rapidly increasing. Vietnam's main wealth lies in the fertile soil. Its main products are rice, rubber, and coal.

The population of Vietnam, 66.2 million (1991) with an annual growth rate of 2.2%, comprises 85% of Vietnamese, and the rest are a great variety of natives, namely Thai, Zao, Hmong, Muong, Nung, and Khmer, etc..

Language of Instruction:

Vietnamese.

Educational System:

Education is under the Ministry of Education and Training. The education system consists of formal education and non-formal education. Formal education is comprised of pre-school, primary, secondary, and higher education. Non-formal education is comprised of correspondence, part-time, open learning, and distance education.

In Vietnam, open learning and distance education are in different categories. Vietnamese's concept of "open learning" *(DAO TAO MO RONG meaning "open")*, commonly used in Vietnam since 1985, is different from the universal concept of open learning as defined by UNESCO. It refers only to excess, out-off-quota, enrollment apart from those stipulated by the State Planning Committee. The DAO TAO MO RONG students are taught with curriculums and methods of the formal education system but are not included in the list of official enrollment, and they must pay all of their education fee.

Communication Infra-structure:

Vietnam has an adequate communication infra-structure of the postal service, national and local radio and television broadcasts, telephone system, and telecommunication services.

OVERVIEW OF DISTANCE EDUCATION:

Although a kind of distance education called **DAO TAO MO RONG** -"Open learning" in the Vietnamese sense was started in 1960, distance education in the universal concept began in 1968 with the establishment of an institution in Hanoi employing correspondence techniques. Since 1978 this institute offered courses in management and administration to managers and administrators of universities, colleges, and professional schools. In 1988 the institution was converted into the Vietnam National Institute of Open Learning (VNIOL). Before becoming the VNIOL, it was planned to be established as the Vietnamese People's Open University.

In addition, 53 universities and 73 secondary vocational colleges have started running courses by distance education. However, the curricula and teaching methods of these courses are a continuation of the formal education courses, so they may not always suit the students who are mostly working adults. Lecturers go to regional distance education centres for intensive periods of time to give face-to-face instruction. Students are assigned to read and work on some print materials in the interval of their visits. No specific distance education teaching material is produced. Thus, the enrollment ceiling is low, the range of courses limited, and the dropout rate is 50%. Administrators of participating colleges are often too busy managing on-campus courses to pay much attention to DE courses. They are not inclined to upgrade the content and method of distance teaching because of the insufficient time and labour. Most universities and colleges of Vietnam are concentrated in the two big cities: Hanoi (northern Vietnam) and Ho Chi Minh City (southern Vietnam). In forty of fifty-one provinces there is no university. Students learning at a distance have to travel a long way to reach the colleges where face-to-face learning is provided. Many cannot afford the time and costs involved and eventually drop out.

Factors Leading to Establishment of Distance Education Programmes:

(1) Needs to train man-power for economic development through the process of re-training in order to provide new knowledge and technology to technicians, engineers, businessmen, administrators, and demobilized soldiers; (2) Needs to provide educational opportunities for people in remote areas; (3) Limited seating for secondary school graduates in formal higher educational institutions; (4) Needs to provide education to minority groups; (5)Shortage of professional personnel in rural areas as many university graduates do not wish to work in rural areas; and (6) The educational system is biased against women, particularly mothers, and the handicapped.

Year of Establishment: - 1962 by the establishment of the *DAO TAC MO RONG* (Open Learning) institutions under the Prime Ministerial Decision No.101/TTG dated October 11 1962

- 1968 by the establishment of an institution specialized in correspondence and academic education;

- 1988 by the conversion of the correspondence institute to the Vietnam National Institute of Open Learning authorized by the Ministry of Education to solely specilize in distance education.

Media for Distance Education: From 1960 to 1988 correspondence courses which were implemented using self-study materials and postal service were taken as the major form of education. Two residential sessions were provided in each school term (six months) when students were given face-to-face instruction. Since 1988, VNIOL has been making use of video and audio teaching tapes, and a small range of operation for radio and television broadcasts for several hours daily.

Sources of Financial Supports: From (1) the central government and the provincial government; mostly for teachers' and administrators' salaries with only a small amount is spent on printing self-teaching materials and producing audio-visual teaching aids; and (2) education fees paid by students used as additional contributions to teachers' salaries. Financial support by an overseas country or an international agency or organization are not available.

Trends of Development in Distance Education: An upward trend toward greater development due to (1) the economic development and a growing cooperation in economy, science and technology between Vietnam and overseas countries requires more modern teaching content, and training; (2) Working adults need to take DE courses while working because of the limited government budget to support formal education; and (3) the distance education system is perceived as the only practical approach to provide education for millions of people in remote mountainous areas, and islands, as well as to the minority groups.

Legal Status: Fully supported by legislature and regulations.

Aims: The aims varied during the past decades. During 1960 to 1985, the aim was to provide (1) Secondary school level vocational training courses to workers and farmers; (2) Up-grading higher level technical courses to technicians; (3) Staff development courses in economics and technology to provincial government administrators and district governors. Since 1985, distance education has aimed to provide more short-term teaching programmes with content realistic and specific to production and business to encourage private capital accumulation, the investment of individual families in the private economic sector, and also of overseas companies, especially to young people aged 20-25.

Control and Management: Distance education is controlled and managed by national, provincial district authorities. At the *national level*, distance education is under the Ministry of Education and Training (MOET) which approves the teaching programmes of secondary and academic level; inspects the actual performance of the programme; approves the list of graduates to be awarded a degree; administers; and pays the salaries of personnel. At the *provincial and district levels*, the provincial and district governments, and the union of factories organize and manage the local distant education centres by providing houses, lecture halls, campus, motor vehicles, and expenses needed for the courses offered at the local study centre, as well as pay staff members of the Distance Education Centre (DEC). They select and recommend graduates to gain entry at local places of employment, and supply students with education fees, room and board.

The whole system of distance education in Vietnam is essentially directed by the Vietnam National Institute of Open Learning (VNIOL) in (1) Designing and producing video and audio teaching tapes to be sent to provincial DEC's, students, and the central and local radio and television stations; (2) Compiling, writing and printing of bulk self-teaching materials; (3) Offering staff development courses to teachers, administrators and managers of distance education centres; and (4) Conducting research into theories of world distance education, and introducing its experience in distance education to the distance education institutions of Vietnam.

Instructional System: Major instructional methods used during 1960 to 1988 were (1) self-study materials and instructional books, (2) mail, and (3) face-to-face contact. Since 1988, a limited number of video and audio tapes of moderate quality, and a few hours a week of teaching broadcasts were added to the existing instructional methods. The first three methods are commonly used in many Centres.

Geographical coverage: Distance education courses are provided in all 51 provinces and cities of Vietnam, including six northern border provinces and those in the central part which are mountainous areas where transportation is still not convenient. Among those, the DECs have been established in 30 provinces. Each DEC, with a staff of 20-100 administrators, managers or monitors, constantly offers DE courses for people in the designated areas.

Research Activities: Research in distance education covers the evaluation of quality of distance education for students of different ages and different professions in social science, natural science, state employees, private businessmen, and employees at overseas companies. On-going research activities are (1) Examining the experience and methods of designing audio and video teaching tapes for public information, secondary and higher courses; and (2) A focus on the methods of compiling and writing self-learning bilingual materials (in Viet-Thai language, Viet-Hmong language), and video and audio teaching tapes to groups of minorities.

Enrollment and Graduates:

During 1989-1991, student enrollment in non-certificate or degree distance education programmes on foreign languages, community education, and secondary education courses via correspondence, radio broadcasts and video programmes is estimated at over 700,000. This does not include more than 1.3 million students enrolled in the various diploma and certificate "open learning" (non-formal/non-distance education) programmes.

For the VNIOL, the enrollment is 48,485. Since its establishment, 15,610 have graduated with an average of 6,000 graduates per year. In some community education programmes offered by the National Radio and Television Centre such as languages, viewers are estimated to be more than 500,000.

International Affiliation and Cooperation:

The VNIOL has not yet been a member of any regional or international DE organization. However, it has received some materials and an exchange of information with: (1) Newsletter: *NEVER TOO FAR*, a UNESCO publication published by Sukhothai Thammathirat Open University in Thailand, (2) Invitation to a conference by AAOU and ICDE; (3) Japanese language teaching materials from the Japan Foundation's Japanese Language Institute; (4) Materials, documents of the University of New England, Australia; and (5) Correspondence exchange with the National Institute of Multimedia Education (NIME-Japan); the Open University in the United Kingdom, and Tele-Universite (Quebec, Canada).

Problems and Constraints:

Other than a limited existing infra-structure, there is no serious problem for the implementation of distance education in Vietnam. During a decade of implementation, useful information about distance education has been obtained: (1) DE is functional and useful for working adults; (2) In subjects of social science, the senior managers and administrators usually perform better than younger people; (3) Farmers and minority groups perform comparatively poorly in theoretical study, but are more successful in practical actual work and production; (4) Subjects presented in colour video tapes are easier for learners to study than those supported with only reading materials and lectures; and (5) In language learning, young students's performance is better than older ones.

LIST OF DISTANCE EDUCATION INSTITUTIONS:

1. Vietnam National Institute of Open Learning.

VIETNAM NATIONAL INSTITUTE OF OPEN LEARNING
MINISTRY OF EDUCATION AND TRAINING

INSTITUTIONAL DATA

Year of Establishment: 1968 as an institution specializing in correspondence and academic education and converted into the only distance education in Vietnam and was named the Vietnam National Institute of Open Learning in 1988.

Name of Head: **Mr.Tran Dinh Tan**
Position: *Director and Chairman of Development Council*
Address: Nha B-101, Phuong Bach khoa
Quan Hai Ba Trung Hanoi, VIETNAM.
Telephone: 42.64822
42.64821

Nature of institution: Distance teaching only.

Educational levels provided for DE programmes:
Secondary
Pre-degree
Diploma/Certificate
Training
Continuing education
Community education.

Titles and levels of DE programmes:

Title	*Level*
Diploma:	
1. Diploma in Electrical Engineering	5-year
2. Diploma in Mechanical Engineering	5-year
3. Diploma in Construction Engineering	5-year
4. Diploma in Office/Secretarial Studies	2-3 year
Certificate:	
5. Certificate in Office/Secretarial Studies	3-month
6. Certificate in Computing Information	6-month
7. Certificate in Economic Administration and Marketing	1-3 month
8. Certificate in Home Economics and Consumer Sciences	1-3 month

9. Certificate in Information Technology	1-month
10. Certificate in Educational Administration	1-2 month
11. Certificate in Open and Distance Learning	1-month
12. Certificate in English Language (4 levels)	6-month
13. Certificate in Japanese Language (4 levels)	6-month
14. Certificate in French Language (3 levels)	6-month
15. Certificate in Country Studies.	

Governance: A national establishment under the direction of the Ministry of Education and Training.

Objectives:

1. Personal development
2. Vocational development
3. Life-long recurrent education
4. Compensatory nature
5. Expansion of educational opportunity
6. Equality of educational opportunity
7. Training of skilled manpower
8. Cost-effectiveness
9. Local cohesion
10. Teacher Education and Training.

Sources of financial support of DE programmes: *Tuition Fees:* (1) Distance education is free for teaching programmes on radio and TV; (2) Since 1985, the employer/sponsor who recommends the student to attend distance education pays some tuition expenses for the student; (3) Workers who are sent to courses upon the demand of the firm still get paid while studying; (4) Other than the government subsidies, the VNIOL does not make profit from its supply of teaching materials and does not receive financial support from external agencies.

Budget: Because of its economic shortage, the government can only provide funds for salaries of personnel and operating costs.

Trends of development of DE resources and activities:

Expanded:
Radio programmes
Telecommunication equipment (from government and private sources)
Variety of courses offered
Broadcast programmes
AV aids (purchased by VNIOL and supplied by private sources).
Decreased:
Library resources
Financial provision.
Stable:
Teaching force
Face-to-face sessions
Local study centres.
Not applicable: None.

Trends of enrollment in DE Programmes: Increasing.

Number of current DE students: 48,485 (15,610 at VNIOL Headquarters and 32,875 at 22 Study Centres).

Number of annual intake of DE students: App. 28,000 annually (6,000 at VNIOL and 22,000 at Study Centres).

Number of students currently enrolled in each DE level:

1. Training	2,000
2. Diploma and Certificate	6,000
3. Others	7,610

Note: In addition, there are more than 500,000 listeners/viewers of languages programmes from radio and television broadcasts.

Number of annual DE graduates: App. 6,000.

Accumulative number of DE graduates: App. 15,000.

Components of personnel in DE:

1. A mix of full-time and part-time staff members.
2. Faculty members share their work duties between a non-distance education institution and VNIOL.

Number of full-time staff:
Academic: 480 (80 teaching staff and 400 monitors in study centres).
Non-academic: None.
Total: more than 480.

Number of part-time staff:
Academic: 500 (part-time tutors/teachers from other institutions).
Non-academic: None.
Total: more than 500.

Number of Courses and programmes:
Number of courses offered: 10-15.
Number of programmes offered: 30-40.

Production of teaching materials/media:

(1) Teaching materials and media are produced by full-time and part-time teachers taking part in compiling and writing teaching materials, as well as teaching; and

(2) Teaching materials used by VNIOL are those used with formal education students. Some modifications are made to suit distance education students. A proper effort for writing specially designed distance teaching materials is not available.

Regional/Study Centres: Available at Distance Education Centres.

Number: 22 provincial Distance Education Centres.

Operator of study centres: Provincial Administration Council.

Sources of financial supports:

1. Provincial Administration Council
2. Employers: work-places, factories, companies whose workers are permitted to enrol as students
3. Students' fees.

Major functions of Study Centres:

1. Providing tutorial sessions
2. Giving counselling services
3. Providing accommodation for teachers and students on residential sessions
4. Providing examinations
5. Receiving video/audio teaching tapes for playing back to students.

Overall student Profile:

Age distribution: Majority of students are 21-40 years old and a few under or over.

Gender distribution:

Sex:	(%)
Male	70.0
Female	30.0
Total:	100.0

Income Level:

Level:	(%)
Top	-
Middle	40.0
Bottom	60.0
Total:	100.0

Geographical distribution:

Areas:	(%)
Urban	70.0
Rural	30.0
Total:	100.0

Occupational and Ethnic Composition of DE Students:

Ethnic Composition:

1. At the Hoang Lien Son Province DEC, 60% of the students are Thai, Zao, and Hmong
2. At the Cao Bang DEC, 100% of the students are Thai and Nung
3. At the Lang Son DEC, 70% of the students are Thai, Nung, and Zao
4. At the hilly area of Vinh Phu DEC, 30% are of minority group.

Occupational distribution:	Before 1986 (%)	1986-1991 (%)
National government employees	30.0	10.0
Local government employees (Provincial/district/commune)	30.0	15.0
State own business (factories/companies)	40.0	15.0
Private business	-	30.0
Unemployed secondary school graduates	-	30.0

Future development: Possible distance education development in the next 5-10 years:
(1) As the private sector is encouraged by the Vietnamese government and foreign investment, more enrollment in foreign language courses (English and Japanese), business management in modern technology will increase; (2) Distance education needs to be expanded to serve rural and remote mountainous people; (3) Distance education is seen as an alternative to compensate for formal education as the government support for formal education is limited; and (4) the availability of (i) National Electricity to most parts of Vietnam,
(ii) radio listening and TV viewing centres in various provinces, (iii) the transmission of TV programmes nation-wide via the National Satellite 14, and the increasing number of video-cassette recorders, distance education will be made more accessible to people in all parts of the country.

Major obstacles for implementing distance education: (1) Shortage of financial support for audio and video production facilities, AV production equipment, and printing facilities; and (2) Lack of opportunities for VNIOL personnel such as English and Japanese teachers to direct training in England and Japan and educators and managers to have training in distance education organization and management.

Affiliation with regional and international DE organizations: None, but plan to join AAOU, ICDE, and other regional and international DE organizations.

INSTRUCTIONAL PROGRAMMES, MEDIA,METHODS, & EVALUATION:

List of Programmes:
1. Training
2. Certificate/Diploma
3. Community Education.

Survey data not available.

ABBREVIATIONS

AADEP	Australian Association of Distance Education Principles
AAOU	Asian Association of Open Universities
ABC	Australian Broadcasting Commission
ACHS	Air and Correspondence High Schools
ADB	Asian Development Bank
AEC	Atoll Education Centers
AIDP	Australian International Development Programme
AIOU	Allama Iqbal Open University
APEI	Asia and the Pacific Programme of Educational Innovation for Development
APEID	Asian Programme of Educational Innovation and Development (UNESCO)
ASPESA	Australian and South Pacific External Studies Association
AVEC	Audio-Visual Education Centre
BIDE	Bangladesh Institute of Distance Education
BTT	Basic Teacher Training
CCC	Catholic Doctrine Correspondence Course
CEP	Condensed Education Programme
CEID	Centre for Educational Innovation and Development
CES	Centre for Educational Services
CIDA	Canadian International Development Agency
CODE	College of Distance Education
COL	Commonwealth of Learning
CRTVU	Central Radio and Television University
CTSDC	Curriculum, Textbooks, Supervision Development Center
CES	Centre for Extramural Studies
CUHK	Chinese University of Hong Kong
CUT	Cutin University of Technology
CVC	Community Viewing Centers
DDE	Department of Distance Education
DE	Distance Education
DEANZ	Distance Education Association of New Zealand
DEC	Distance Education Centre
DEEC	Distance Education English Course
DERRC	Distance Education Regional Resource Centre
DTEC	Distance Teaching English Course, Maldives
DTT	Department of Teacher Training
ESA	External Services Agency
HECS	Higher Education Contribution Scheme
HMG	His Majesty's Government
IACE	International Association for Continuing Education
ICDE	International Council for Distance Education
ICIHE	International Council for the Innovation of Higher Education
IDRC	International Development Research Centre
IGNOU	Indira Ghandi National Open University
IHTES	Interstate Heads of TAFE External Studies
ILO	International Labour Organization
IOE	Institute of Education
ITM	Institute of Technology in Mara

JSC	Junior Secondary Certificate
KACU	Korea Air and Correspondence University
KEDI	Korean Educational Development Institute
KSA	Korean Standard Association
LU	London University
MOEC	Ministry of Education and Culture
MOET	Ministry of Education and Training
NDE	National Department of Education
NFEU	Non-Formal Educational Unit
NIEMT	National Institute of Educational Media and Technology
NIME	National Institute of Multimedia Education, Japan
NTV	Nepal Television
ODA	Overseas Development Agency
OLI	Open Learning Institute, Canada
OLIHK	Open Learning Institute of Hong Kong
OPP2	Second Outline Perspective Plan
OU-UK	Open University, the United Kingdom
OUSL	Open University of Sri Lanka
PCP	Personal Contact Programmes
PNGADE	Papua New Guinea Association for Distance Education
PNU	Payame Noor University
PROAP	UNESCO Principal Regional Office for Asia and the Pacific
PRTVU	Provincial Radio and TV Universities
PTOC	Primary Teachers' Orientation Course
RTTP	Radio Teacher Training Project
RTP	Radio Tuition Programme
SAARC	South Asian Association for Regional Cooperation
SBP	School Broadcasting Programme
SICHE	Solomon Islands College of Higher Education
SIMs	Self-Instructional Materials
SLBC	Sri Lanka Broadcasting Corporation
SLC	School Leaving Certificate
SLIDE	Sri Lanka Institute of Distance Education
SLMs	Self Learning Materials
SOU	Singapore Open University
SPACE	School of Professional and Continuing Education
SPADE	South Pacific Association of Distance Education
SPOC	South Pacific Organizations Coordinating Committee
STOU	Sukothai Thammathirat Open University
TAFE	Technical and Further Education Colleges
TFYP	Third Five Year Plans
TTC	Teacher Training College
TVUs	Television Universities
UA	University of the Air, Japan
UGC	University Grant Committee
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Family Planning Association
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education

UPNG	University of Papua New Guinea
USAID	United States Agency for International Development
USM	Universiti Sains Malaysia
USP	University of the South Pacific
UT	Universitas Terbuka
VAOP	Victorian Association of Off-Campus Providers
VOM	Voice of Maldives
VSO	Volunteer Service Overseas
WHO	World Health Organization

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